3 1761 03521 9112

HN
29
Z32
1993
c. 1

ROBA

Digitized by the Internet Archive
in 2017 with funding from
University of Toronto

https://archive.org/details/viewsfromstreetc00zdan

Views From The Street

Conducting Research With Street Youth

"Treat us like human beings!"

"I couldn't handle it so I left."

"..We're just like everyone else minus home and stuff."

Police come down on you too hard."

"FREEDOM!"

"..Stop and listen to kids"

"We're not stupid."

'People kill and rob to get their drugs."

"Police found me and my sister locked in a closet."

We're not criminals, some of us have brilliant minds."

Yola M. Zdanowicz
Edward M. Adlaf
Reginald G. Smart

ARF Addiction Research Foundation
Fondation de la recherche sur la toxicomanie

VIEWS FROM THE STREET

Conducting Research With Street Youth

Yola M. Zdanowicz

Edward M. Adlaf

Reginald G. Smart

Addiction Research Foundation

1993

LIBRARY
APR 12 1993
UNIVERSITY OF TORONTO

ACKNOWLEDGEMENTS

Three years ago we entered into the world of street youth to conduct our first study. We were introduced and guided through the issues facing this new group by agency workers, directors and by youth themselves. Since then, we have conducted two studies with street youth and have learned a great deal in the process. We would like to personally thank the individuals listed below for sharing their knowledge, suggestions, and their time.

Nancy Abrams
Stewart Ayukawa
Mike Clarke
Charlotte Genova
Allyson Hewitt
Dennis Long
Michael McCrimmon
Susan Miner
Alan Ogborne
Elsbeth Tupker
Graham Vardy
Dave Wilson

Members of the Coalition of Youth Work Professionals

Our interviewers are largely responsible for the quality of our data. They built a rapport with youth and were sympathetic listeners and observers. Moreover, their comments and opinions on the study process were invaluable as was their diligence in coding and editing questionnaires.

Christine MacNeil
Sandra Rump
Fiona Carruth
Birgitta Pavic
Lynn McConnell
Marian Jansen
Gordon Walsh
Isolina Varano
Karen Porterfield
Ken Sheyka
Margaret Canale
Charmaine McIntosh
Rod Cohen
Kelly Manoukas

Finally, we would like to thank all the agencies and youth who participated directly in the study. We value their candour and their honesty. Issues surrounding confidentiality preclude our naming them.

TABLE OF CONTENTS

INTRODUCTION 1

Importance of Research On Street Youth 3
Why Create Guidelines 4
Street Youth Studies 5

GETTING STARTED 7

Project Coordinator 9
Choosing A Focus 9
Defining Street Youth 10
Selecting Youth/ Sampling Procedures 12
How Many Youth Do You Sample? 12
Where Do You Find Street Youth? 13
Agency Sample 14
Non-Agency/ Street Sample 14
Do You Need A Comparison Group? 15
Subgroups Of Street Youth 15
External Comparison Groups 15
Recruiting Youth 15
Agency Sample 15
Recruitment Materials, Posters/Flyers 16
Street Sample 16
Recruitment Material, Information Cards 17
Payment Of Participants 17

COLLECTING INFORMATION 19

Questionnaire Type 21
Self Administered 21
Literacy Level 21
Vision Problems 21
High Rates Of Questionnaire Non-Completion 21
Personal Interview 22
Focus Groups 22
Preface To The Questionnaire 22
Informed Consent 23
Questionnaire Design 24
Wording/ Language 24
Words With Multiple Meanings 24
Sensitive Issues 24
Standardized Questions 25
Closed And Open Ended Questions 25
Ordering 25
Length Of Questionnaire 26
Face to Face Interviews 26
Skip Patterns 26
Other Considerations 27
Interactive Vs. Non Interactive Format 27
Interviewer Aids-Cue Cards 27

Our Questionnaire 27
Detailed Outline 28
Strengths And Weaknesses 35

PREPARING FOR FIELDWORK 37

Pretest 39
Who Do You Pretest? 39
How Many People Do You Pretest? 39
Hiring Interviewers 39
Qualifications 39
Ex Street Youth 40
Who Not To Use 40
Availability 41
How Many Interviewers Do You Need? 41
Training Interviewers 41
Background Material 42
Interviewer Techniques 42
Special Issues On Interviewing Street Youth 42
Setting The Context Of The Interview 43
Social Service Lists 43
The Questionnaire 44
Staff Meetings 44

FIELDWORK 45

Coordinating The Interview Process 47
Agency Sample 47
Interview Locations/ Benefits And Drawbacks 47
Scheduling Agency Sample Interviews 48
Street Sample 48
Interviewer Contacts 49
Outside Contacts 49
Some Additional Challenges 49
Repeaters 49
Street Interviews 50
Time Of The Year 50

FINAL STAGES 51

Editing And Coding Questionnaires 53
Cost Estimate 53
Data Analysis 54
The Preliminary Report 55
Review 56
Distribution 56

ENDNOTES 57

REFERENCES 58

APPENDIX 61

Bibliography 63
ARF 1992 Study Questionnaire 67

INTRODUCTION

INTRODUCTION

We recently conducted several studies on street youth at the Addiction Research Foundation. This group was of particular concern to us given that they were not represented in our student survey (Smart et al., 1991) and have been identified a high risk group for drug and alcohol abuse (Robertson et al., 1989; McKirnan and Johnson, 1986; Young et al., 1983). The study process, however, required a significantly different research approach. Given the time it took us to develop a working research design, we felt it would be valuable to share our experiences in the hope they will guide individuals through the pitfalls in doing research in this area.

These guidelines are written for all people interested in finding out more about street youth in their community. Each study will differ given the intentions of the authors. We will focus on the stages involved in an comprehensive study but feel the information can be used to initiate projects in smaller communities and individuals agencies. We hope this material will be helpful in saving both time and resources for all individuals.

- **SECTION 1** will provide some background information about research with street youth and point out the benefit of guidelines.

- **SECTION 2** discusses how to get started. Items such as study focus, who to include, and how to find youth are discussed.

- **SECTION 3** focuses on how to collect information from youth. We talk about steps in developing a questionnaire and present our 1992 survey as an example.

- In **SECTION 4** we discuss the implementation of the project. We offer suggestions on pre-testing the questionnaire, hiring and training staff members, and scheduling and conducting interviews.

- The **FINAL SECTION** outlines the analysis of data and the preparation of a final report. These topics are mentioned only briefly because activities will vary considerably with the purpose of each study.

IMPORTANCE OF RESEARCH ON STREET YOUTH

Street youth are a growing segment of North American society. In light of the current economic climate, the need for solutions to their problems has become increasingly urgent. An important preliminary step towards identifying these solutions is the conduct of research into the needs and experiences of these youth. By gathering useful information researchers, agency personnel, social workers, policy makers can provide approaches to solving and preventing the hardships facing street youth.

Research in this area has traditionally focused on homelessness among adults and families. Adolescents who are separated from their families have only recently received increasing attention. Existing studies have provided valuable information in areas such as:

- Drug and alcohol use
- Service use
- Family background
- Health and well-being
- Delinquency
- Physical and Sexual Abuse
- Education

Although a few Canadian studies exist, most street youth studies focus on American populations. The generalizability of this data to Canadian populations has yet to be substantiated. With the exception of our most recent study (Smart et al., 1992) data on trends in the characteristics of street youth has not been available.

Several factors have impeded efforts to conduct research with this population:

- Good national, provincial and municipal counts on the number of street youth do not exist.

- Because of the transitory nature of these youth, the size and composition of this group is constantly changing. Therefore, survey techniques such as probability sampling[1] would be problematic and costly to implement.

- In addition, the hardships these youth have endured have led them to create lifestyles that are considerably different from that of "mainstream" youth. Research methodology should therefore be sensitive to their lifestyles and attitudes.

Despite these challenges we feel that conducting research with street youth is of extreme importance. The information gained from such research can be used for a variety of purposes:

TO UNCOVER LIMITATIONS AND WEAKNESSES IN EXISTING SERVICES

TO PROVIDE INSIGHTS INTO THE NEED FOR NEW PROGRAM AND SERVICE AREAS

TO SUGGEST POTENTIAL FOCUS AREAS FOR PREVENTION PROGRAMS FOR YOUTH AT RISK OF RUNNING TO THE STREET

We feel it is critical to obtain information directly from the youth. They can provide the clearest picture of their experiences and valuable suggestions on what they feel is needed. When they become involved in the process to change their circumstances they feel less alienated.

WHY CREATE GUIDELINES

These guidelines include suggestions on how to begin and implement studies with street youth. We hope it will promote further Canadian research especially in areas where studies have not been performed, such as smaller communities.

This document should also have some utility for service agencies and administrators working with street youth. The information and questionnaire we present could be used by agencies to:

- Monitor changes in the characteristics and needs of the population they are serving. This information could potentially be used to aid in program development within the agency. It will provide administrators with data that demonstrates the need for new programs and the figures necessary to obtain new funding.

- Help document agency client flow figures and perhaps aid in estimating the number of street youth in a given city at a given time.

- Provide suggestions for the possible content of prevention programs. This information could be used to establish early intervention programs to curtail the continuous stream of youth to the street.

We hope these guidelines will promote comparability between studies in the future. Comparison in this area would be easier if efforts were made to clearly define populations, sampling procedures, and data collection methods. Once these procedures are documented, efforts could be made to replicate other studies and obtain trend data on street youth.

STREET YOUTH STUDIES

We include a bibliography of material on street youth in Appendix A. There are many differences among these studies. For example:

- **FOCUS**
  The focus of the study and the individual questions contained in the survey.

- **PARTICIPATION CRITERIA**
  The criteria for participation or definition of the group to be studied.

- **NUMBER OF PARTICIPANTS**
  The number of participants in the study.

- **SAMPLING TECHNIQUES**
  The sampling techniques used to determine who will participate.

- **DATA COLLECTION**
  The method of data collection or procedure implemented to gather information.

To illustrate these differences we have outlined 5 studies:

Drifting and Doing: Changes in Drug use Among Toronto Street Youth, 1990-1992 (1992)
(Reginald Smart, Edward Adlaf, Gordon Walsh, Yola Zdanowicz)

Drugs, Youth and the Street (1990)
(Reginald Smart, Edward Adlaf, Karen Porterfield, Margaret Canale)

Double Jeopardy: The Abuse and Punishment of Homeless Youth (unpublished)
(John Hagan, Bill McCarthy)

Street Youth and AIDS (1989)
(Joyce Radford, Alan King, Wendy Warren)

Alcohol Use and Abuse Among Homeless Adolescents in Hollywood (1989)
(Marjorie Robertson, Paul Koegel, Linda Ferguson)

STUDY	FOCUS	PARTICIPATION CRITERIA	#	SAMPLING TECHNIQUE	$	DATA COLLECTION
Drifting and Doing **Drugs, Youth and The Street**	•Drug and Alcohol Use •Service Use •Treatment Experience •Family Background •Emotional/Physical Health •Demographic Material	STREET YOUTH • 24 Years or younger AND • Used at least 1 service agency for street youth in life OR 3 OF: • left school before completing grade 12 • lived away from family for 2+ days in past year • Run away or thrown out of home at least once • homeless at least once	1992 •247 1990 •145	1992 • 152 from same 11 agencies • 65 from street hangouts • 30 from substance abuse treatment programs 1990 • 108 youth from 11 agencies • 37 from street hangouts	1992 •$15 1990 •$15	•Face-to-Face Interview •Average length 75 minutes
Double Jeopardy	Explore Link Between: •Parental Physical Abuse •Homelessness •Delinquency •Police Sanctioning	HOMELESS OR STREET ADOLESCENTS • Homeless Youth 13-19 • No permanent address • Living in downtown Toronto STUDENTS • Students 13-19 living with parents	•394 •562	Sampled From • Range of sites and times • Emphasis on non-agency sites in Toronto STUDENTS • Probability sampling from 3 schools grade 9-12	•Tapes •$10 Food Coupon	•Self Administered Questionnaire
Street Youth and AIDS	•Knowledge of AIDS •Behaviour Associated With AIDS •Background •Life on the street	STREET YOUTH • Youth 15-20 living on the street or having lived on the street 1 day or more in past year	•712	Youth from 10 Canadian Cities Sampled From: • Service agencies (up to 15 in each community) • Street hangouts [Included 61 Native Youth]	•$2 •Fast Food Coupon	•Face to Face Interview •Canada Youth and AIDS Study Questionnaire (Adapted For The Homeless) •40 minutes in length •20 Case Studies
Alcohol Use and Abuse Among Homeless Adolescents in Hollywood	•Alcohol and Drug Use •Mental/Physical Health •Homeless •Family •Criminality/Victimization •Subsistence Adaptation	HOMELESS ADOLESCENTS • Youth 17 and Younger • Spent previous Night in a Formal Shelter, Impoverished Shelter and Other Non-Conventional Dwelling Places in Hollywood, California	•97	Sampled From: • 6 service agencies • 24 outside locations	•$10	•Face to Face Interviews Using [HAIS] Homeless Adolescent Interview Schedule

GETTING STARTED

PROJECT COORDINATOR

Often organization directors and staff members cannot devote the time necessary to manage the study process. It involves a full-time commitment. We would strongly suggest hiring a project coordinator with experience in project management and social research methods. This person should be involved at the start of the study so they can participate in project planning, questionnaire design, interviewing, coding, data analysis and writing the final report.

CHOOSING A FOCUS

With any study there is a limit to the amount of time and resources available. The key for a successful study is to focus attention on specific areas of interest. If the study is spread thinly across too many areas the resulting information will not be rich enough to provide the best insights.

In order to narrow the focus of a study several initial decisions need to be made:

- **FOCUS**
  The primary domains or topics of interest, ie. the specific problems of street youth you wish to examine.

- **PARTICIPATION CRITERIA**
  The defining feature(s) of the group to be studied.

- **SAMPLING**
  The geographic area and locations from which youth will be sampled.

- **NUMBER**
  The number of youth to be included in the study.

There are many potential areas of study with street youth. Because of the need to provide solutions for their problems, you may be tempted to cover many focus areas. An in depth study of a few areas may provide more useful and informative data. The first and most influential factor in determining focus areas is the purpose of the study. Possible options include:

- **DESCRIPTIVE INFORMATION** on the experiences of street youth.

- **NEEDS ASSESSMENT** to determine the needs of these youth.

- Possible focus areas for **PROGRAM DEVELOPMENT**.

- **RESEARCH** (eg. causes of street involvement or homelessness, comparisons with other populations, etc.)

- **INTERNAL AGENCY PROFILES** to determine the characteristics of the youth they serve.

Once the purpose is determined, a decision on the more specific content of the survey has to be made. There are many valuable resources to help you determine the key issues to address and conversely those that should be excluded. The most instrumental factor may be the specific mandate of your organization or service. Other helpful resources include:

RESOURCES

- **RESEARCH** that documents the correlates of family departure and street involvement
- **SERVICE AGENCY PERSONNEL** who work with street youth
- **INTEREST GROUPS** and coalitions concerned with these youth
- **CASE STUDIES or LITERATURE** about youth living on the street
- **VIDEOS** produced by agencies or organizations about street youth and the problems they face

These resources will continue to be important throughout the study. We found that input from agency personnel was particularly valuable. It is advisable to foster these relationship at the start of the project so these individuals can be consulted during all phases.

DEFINING STREET YOUTH

Various terms are applied to youth on the street. These terms are not mutually exclusive, are often subjective and not clearly operationalized. Overlap between categories occurs because the definitions vary. The following terms can be divided into those describing the **CAUSE** of homelessness and those depicting the present **LIVING STATE** of youth. The lack of a universal definition prevents comparison between populations and studies.

CAUSE

RUNAWAYS: Youth who left home without parental permission and have stayed away for at least 24 hours. Many of these youth are escaping traumatic family situations.

THROWAWAYS: Youth who have been overtly rejected (kicked out, abandoned) by their parents and have been away from their home for 24 hours or more.

LIVING STATE

HOMELESS: Youth who do not have a parental, substitute foster, or institutional home. These youth could have chosen to leave or been thrown out of their home. This category includes shelter users.

STREET YOUTH: Youth who have become accustomed to the street and are taking care of themselves. Some people state that these youth are kids who have broken ties with conventional institutions (families, school, etc.). These youth can also belong to the three categories above.

SUMMER OR SPORADIC RUNNERS:

These youth tend to hang out on the street from time to time or for short periods. Often the allure of life on the street and not issues regarding their family life leads them to the street.

Thus, it is of no surprise that one of the most difficult tasks in conducting research with street youth is deciding on the criteria for participant selection. Clearly, youth differ as to the reason for being on the street and their pattern of street lifestyle. The result is an extremely heterogenous group. Street involvement can be seen as a continuum that youth drift in and out at various points in time. Depending on the type of study, you may choose to focus on street youth on a whole or on a subgroup. Examining a subgroup will not however enable you to make conclusions about all youth on the street.

The four studies we discussed earlier, demonstrate the variety in participation criteria. It is important to set up a list of questions that will determine an individual's membership in the street youth group and then use this list to select each individual in your sample. Our list of resources (page 10) will help in constructing these criteria. The degree of specification of the criteria will depend on a number of factors:

- The **PURPOSE** of the study.

FOR EXAMPLE
If the intention is to determine the content of programs for young female prostitutes the selection criteria will be quite specific.

- The **SAMPLING PROCEDURE** that will be implemented and the locations from which respondents will be recruited.

FOR EXAMPLE
If youth are to be selected from agencies their admission policies should be taken into account. Most youth agencies have age restrictions that vary from 16-21 or 16-24 and many offer services to <u>either</u> males or females. In addition, many street youth do not use agencies. Therefore, the use of these services cannot be the only criteria for selection.

The difficulty in creating a set of participant criteria emphasises the benefit of developing a universal definition in this area. This painstaking stage could then be averted and valuable time saved. In addition, data could be compared across studies.

SELECTING YOUTH (SAMPLING PROCEDURES)

Once the decision has been made on who to sample, several questions remain:

- How many people to sample.
- Where to sample from.
- What method of sampling to employ in each location.
- Method of recruitment.

Several factors complicate these processes:

- Lack of national or local figures on the total number of street youth. There have been a number of attempts at estimating the number of homeless , but all studies emphasize the difficulty of estimating this figure with any accuracy (Ogborne and Newton-Taylor, 1990; Rossi, 1987).

- Agencies serving street youth often do not keep lists of client names because of concerns regarding confidentiality. Information is usually provided on a "contact" and not an individual, named basis (ie. 100 contacts may not equal 100 youth). Other methods designed to identify distinct individuals who use the services have not been developed.

- Many youth have run away from parents, guardians, or the authorities. Hiding one's identity or using aliases are methods of survival. This further impedes efforts at estimating total figures for the street youth population and conducting follow up research with this group.

Efforts to select a random sample[1] of youth are problematic because the probability of selecting a given individual from an unknown total sample cannot be calculated. You can therefore rely on word-of-mouth[2] and snowball[3] methods to obtain your sample. (These methods are discussed in greater detail in section 4)

HOW MANY YOUTH DO YOU SAMPLE?

Rules that dictate the minimum number of people needed in a study sample do not exist. Generally it is agreed that the more participants the better. If samples are too small, detailed comparisons such as between males and females, different age groups, etc. cannot be made.

The sample size will vary depending on the population of interest and specificity of participation criteria. Available resources (ie. money, time , staff) will also influence the number of individuals you can include. These factors may be more salient in larger communities with many street youth. Smaller communities or individual services however, may be able to interview all members of their street youth population.

WHERE DO YOU FIND STREET YOUTH?

If interest is in describing the widest profile of street youth, it is desirable to select youth from a variety of locations. A narrow focus may yield a group of youth that is very homogenous. Exceptions would include internal agency studies or studies on specific subgroups of street youth.

Some locations will be obvious (eg. known street hang outs), others will require some searching. The following is a list of possible sites we constructed from our sources. Many cities will have a Directory Of Community Services[4] that details the services each agency provides and age groups they serve.

LOCATIONS

- Hostels/Shelters
- Drop-In Centres
- Meal Centres/ Foodbanks
- Counselling and Referral Centres
- Children's Aid Societies
- Institutional Care Facilities
- Alternative Schooling Programs

- All Night Restaurants
- Arcades, Malls
- Streets and Parks
- Abandoned Buildings,
- Rooftops, Parking Lots

- Specialized Agencies
- Drug/Alcohol Treatment Centres
- Battered Women Shelters
- Halfway Houses
- Detention Centres

NOTE:

- In Toronto youth under 16 cannot legally be on the street. They are the legal responsibility of a guardian. Most of the services listed above only serve youth 16-24. To obtain a sample of youth younger than 16 you may have to focus on non-agency sites as well as institutional care facilities and children aid societies.

- If specialized centres are included, the sample pool will automatically depend on specific aspects of youth's experience (eg. abuse, drug and alcohol addictions). Unless this group is intended as a comparison group we would suggest leaving out these agencies.

Many individuals distinguish between two general groups of street youth: Agency users and non agency users. Although this classification is simplistic you should sample youth from both these groups in order to obtain a heterogeneous sample.

AGENCY SAMPLE

A two stage process for participant selection may be necessary for researchers hoping to interview a large number of youth from different agencies:

First, a list of all agencies serving youth from a specific geographic area is needed. Some agencies may be serving adult as well as youth clients. These agencies should also be included if the number of youth is large enough. A predetermined number of services can be randomly selected from this group as potential sample sites. In choosing the number of locations to be included, you can ensure adequate variation and representation of agency-using street youth.

The second stage of selection involves selecting youth from each agency. Most agencies are not able to provide lists of clients from which to sample youth. Agencies will differ as to the number and age of clients they serve. To obtain a representative sample, researchers can set up selection quotas from each agency reflecting the proportion of youth served at each location. Efforts to randomly select youth within agencies may be possible if a large number of youth are interested in participating. In many instances, however, researchers will find themselves interviewing the youth who volunteer and who meet the criteria. In fact, most studies are based on "self-selected", volunteer samples.

NON-AGENCY/STREET SAMPLE

Many street youth studies have only sampled youth from shelters or other youth services. These results are not generalizable to the population of street youth on a whole. The "street sample" includes many hard to serve youth as well as some of the more chronic runaways. This group of youth should not be left out of the sample. There are many reasons why youth may not use services:

- They do not meet age restrictions at agency . In some jurisdictions agency workers are legally bound to inform and release any youth under 16 years of age to child youth services.

- Youth who do not know of the agencies available to them.

- Youth who have unconventional sleeping patterns and thus do not access services open during the day or hostels in the evening. These individuals include youth involved in activities such as prostitution and selling drugs. They will work all night and sleep at various points during the day.

- Lack of trust in others or an inability to socialize with other individuals.

Methods such as snowball or word-of-mouth sampling can be used to sample youth from the street. These procedures are more feasible and less costly than systematic random sampling[5] or census methods[6]. You can also attempt to vary your sample by selecting youth from many different locations using a variety of contact sources. We found that similar youth would "hang around" in groups in specific areas. Group membership was recognized by members and non-members throughout the street youth population. Many potential contacts have access to a limited number of these groups. It is important to try and sample youth from as many as these cliques as possible to obtain a heterogeneous sample.

DO YOU NEED A COMPARISON GROUP?

This group can be looked upon as optional. Comparison groups can be members of an external group such as other youth of the same age or a subgroup of the street youth. We suggest two methods of recruiting of a comparison group:

- Recruiting youth directly from locations not included in the main sample. These sites will depend on the comparison group you choose. These youth could be a separate group of street youth with special characteristics or a completely separate group of individuals you wish to compare with street youth.

- If the main sample is large, members of some comparison groups can be created by their answers to specific items in the questionnaire (questions on abuse, questions regarding treatment for drug or alcohol abuse, etc.). These individuals can be pulled out of the main sample and studied independently. This method can only be used when studying a subgroup of street youth.

POSSIBLE COMPARISON GROUPS

SUBGROUPS
If you plan to sample a subgroup of street youth possibilities include abused youth, youth in substance abuse treatment, youth in detention centres, etc.. In addition, the general participant criteria and sampling techniques should be consistent with the main sample. Sampling can be achieved through either of the methods listed above.

EXTERNAL GROUP
Another possible comparison group is "straight youth" such as mainstream high school students, unemployed youth, youth described in census reports, etc.. By investigating differences between these two populations, researchers may discover some of the paths to the street. You may not have to select and study this group yourself. If your questionnaire includes items used in another study, you can compare groups on their answers to these questions.

RECRUITING YOUTH

AGENCY SAMPLE

Agency personnel should be asked not to direct specific youth over others to participate. We suggest that workers not be responsible for creating a list of participants from their agency. Often youth who are "agency regulars" or favourites of workers are unconsciously selected thus biasing the sample.

An exception would be internal agency studies. If all clients cannot be interviewed, it is preferable that agency directors or study leaders select youth in an random fashion.

RECRUITMENT MATERIALS
POSTERS/FLYERS

Recruitment materials such as posters or flyers can be used by researchers to inform all youth at the agency of the study. Youth can then volunteer to participate. If the list of volunteers exceeds the quota for the agency, participants can be randomly sampled from the youth that meet the criteria. If not, all individuals who qualify can be sampled.

****** AGENCY YOUTH**
24 AND UNDER
WE NEED YOUR HELP!!

THE ADDICTION RESEARCH FOUNDATION IS DOING A STUDY TO FIND OUT ABOUT THE EXPERIENCES AND NEEDS OF YOUTH LIKE YOURSELF. WE FEEL THIS IS AN IMPORTANT PROJECT AND WE NEED YOUR HELP.

WE ARE INTERESTED IN INTERVIEWING __ YOUTH WHO ARE USING THIS SERVICE.

WE WILL BE ASKING QUESTIONS ABOUT LIFE EXPERIENCES, FAMILY, DRUG AND ALCOHOL USE AND HEALTH.

IF YOU QUALIFY, YOU WILL BE PAID $15.00 FOR YOUR HELP.

ARF Poster used to recruit agency sample

STREET SAMPLE

Possible sources that can be used to recruit youth for the street sample include:

SERVICE OR STREET YOUTH VANS
Several agencies in large cities operate vans that distribute food, clothing, condoms, or clean needles to youth on the street.

OUTREACH WORKERS
Outreach workers will usually be associated with a specific agency but will contact 'hard to serve' youth directly on the street and offer them support and counselling

DIRECT INTERVIEWER CONTACTS
Interviewers can approach youth directly on the street to participate in the study. Youth who are panhandling on city corners may prove to be one of the best methods to gain access into the street youth subculture. Interviews can be conducted immediately by interviewers.

WORD OF MOUTH
Street youth form large, closely connected networks. You will find that information regarding your study may spread throughout the networks and some youth will come directly to you.

RECRUITMENT MATERIAL-INFO CARDS

Pocket size information cards describing the study and providing contact a number can be distributed to youth on the street. Sources can also ask youth to pass extra cards to their friends ("word of mouth" sampling). These networks are expansive . We found that these cards often reached youth that might not have contacted through other sources.

You may wish to tape a quarter to the back of cards if the response rate is slow. Many youth may not feel comfortable going into agencies to use phones or spend the little money they have on a public phone call.

> **NOTE:**
> Posters and cards should state that criteria must be met for individuals to participate. This will help avoid disappointment if a youth fails to qualify. These materials may not generate the number of youth necessary for a large study if mention is not made of a payment.

PAYMENT OF PARTICIPANTS

The decision to pay participants may depend on the nature of the project as well on available resources. In our opinion, the study will run more efficiently when paying for participation. The exchange of personal information and time on the part of the youth should be compensated as it would be in most professional arrangements. In addition, youth who volunteer without payment may be the more well off or socially conscious street youth thus influencing the sample.

> **NOTE:**
> We found that although the payment clearly influenced participation at the outset, participants liked talking about their experiences and this provided a separate reward for them. We believe that payment did not create an incentive to falsify information. In addition, youth in our study were not told the selection criteria before the interview and criteria were generally liberal. As there was little need for participants to falsify their status to be interviewed, it is very unlikely they did so. Also, given the length of the questionnaire it would have been difficult to lie and give consistent information throughout the survey.

Single, internal agency studies may not require payment if interviews are conducted with youth during scheduled sessions or visits.

Payment should be made after the interview in cash or coupons. Youth will not have the resources necessary to cash a cheque.

COLLECTING INFORMATION

COLLECTING INFORMATION

The success of any research project rests on the validity of the data collected. One of the key issues when conducting research with street youth is the establishing of trust between researcher and respondent. The traumatic nature of most of their backgrounds, combined with their need to protect their identity often cause street youth to be distrustful of others and very cautious. Lying is a way of survival for some of these youth. Close attention should be focused on the following two areas in order to increase the trust felt by the respondent and therefore decrease the possible number of untruthful responses.

- The design of the questionnaire.
- The interview.

QUESTIONNAIRE TYPE

Researchers have used different types of questionnaires when conducting research with street youth. These include:

SELF ADMINISTERED QUESTIONNAIRE

With this type of questionnaire, youth are asked to read and answer questions to the best of their ability. There is minimal interaction, if any, between you and the respondent.

This method of data collection allows you to obtain a large number of questionnaires and save the time and money involved when using interviewers. Unfortunately, the use of this method may be problematic for various reasons.

LITERACY LEVELS

Many youth may have dropped out of school. Thus, literacy levels may be low and youth may find items on questionnaire difficult to read or understand. Solutions include testing literacy levels before the questionnaire is administered (McCarthy 1990) and amending the language so that it is easily understandable.

VISION PROBLEMS

Street youth do not frequently visit physicians or other health care workers. Many youth, therefore, have health problems that remain undetected and untreated such a poor vision. Also, lack of finances may inhibit youth with vision problems from buying glasses.

HIGH RATES OF QUESTIONNAIRE NON-COMPLETION

Youth filling out the questionnaire may mistakenly skip questions. Also, they may not understand items and feel too intimidated to ask for help. Because of the lack of individual attention you will not be alerted to these omissions until forms are reviewed.

PERSONAL INTERVIEW

The face-to-face interview allows you to gather detailed information by probing the respondent and may also reduce incomplete or misdirected answers. We focus on this method throughout the balance of this paper as we believe it is the best method to use with street youth.

With this technique comes the chance to form a trusting relationship or rapport between interviewer and youth and thus gain answers that may be more truthful and informed. Researchers can, therefore, ask questions that may be more personal in nature. If care is taken in choosing and training competent and caring interviewers, the information gained from the use of this method will be valid. Our experiences were similar to Dunlap et al. (1990) who found that by building a rapport between interviewers and addicts the validity of data was high. In addition, embarrassing situations regarding detecting literacy levels or sight deficiencies do not arise and undermine the youth's confidence and trust.

In our study, youth often thanked us for the opportunity to discuss these personal issues in a non-threatening atmosphere. They found interviewers attentive and sympathetic listeners and seemed to view the interview as a cathartic experience. Comments included:

> **"Thanks, I really enjoyed sharing this with you."**
>
> **"Boy this was great! It really made me realize how many drugs I've been using. I've got to do something about that."**

NOTE:
Interviewers should be careful not to adopt a therapeutic role during the interview. This is of particular concern if agency counsellors are conducting the interview. If care and time is taken for training , however, the interview process can derive a benefit for both interviewers and respondents.

FOCUS GROUPS

Small focus groups of 6 to 8 street youth can be organized and run by capable facilitators. This format will enable youth to share experiences and information. Facilitators can therefore probe for qualitative information such as life on the street, family history, opinions and views of services and programs. These groups can be used to supplement data from the interview or self administered methods.

Focus groups can also be used to obtain information for case studies. Youth must be asked for permission before their case history can be written. Care should be taken so that youth cannot be identified. Tape recorders are a useful tool if you are granted permission by the participant.

PREFACE TO QUESTIONNAIRE

Anonymity is an important issue to street youth. Many of these youth have run way from abusive family members, foster families, institutional care or could be involved in criminal activity. Therefore, they often feel the need to protect or hide their identity. Interviewers should ensure youth that the information they give will be anonymous and ask for verbal and not written consent to participate in the study. It is important to assure youth that agency workers, police or probation officers will not be allowed to view their answers. Many youth stay in facilities that have rules about unlawful activities. Questions involving these activities may influence them to lie about their experiences for fear of reprisal if they expect that agency staff will find out.

INFORMED CONSENT

We feel it is an ethical obligation to provide youth with the following assurances before the start of the interview:

- A brief description of the issues that will be covered in the questionnaire and what is expected of them.
- Confidentiality.
- The voluntary nature of their participation.
- The right to refuse to answer particular questions or terminate the interview at any time.

Below is an example of an introduction the we used in our 1990 and 1992 studies:

> Hi, my name is _____ and I'm working on a research project about youths. Were interested in asking youth questions about such things as growing up, their past and present living situations, their health, their drug use , and problems they may be experiencing, and what services they may need. The interview should take no more than two hours.
>
> Participation is voluntary. You may also refuse to answer any question you do not want to and you may stop the interview at any time. The information you give us will remain completely confidential. Also, all information will be used for research purposes only and no person will ever be identified. No personal information you give will become known to agency workers.
>
> We are interested in interviewing youths with certain experiences or backgrounds. If we interview you, you will be paid ____ at the end of the interview.

Youth can then be asked if they have any questions and give verbal consent if they wish to participate.

QUESTIONNAIRE DESIGN

The design of the questionnaire involves the translation general topics into a series of questions. A number of factors should be addressed when constructing a questionnaire:

WORDING/LANGUAGE

Particular attention should be payed to the wording of questions. Questions should be worded simply so that youth with varying educational background can understand. You may find that you have to ask youth to define some of the street terms they are using when answering questions. Other considerations include:

WORDS WITH MULTIPLE MEANINGS

You may find that words you take for granted will have a completely different meaning for street youth. For example, the terms FAMILY, MOTHER OR FATHER would consistently cause problems in our study. Youth would often say, "**What family or what parents?**" "Biological, adoptive, step, foster or street parents?" Collecting data on all these individuals would be extremely time consuming and would be complicated by youth's inability to recall information. The group you choose will depend on the focus of your study.

SENSITIVE ISSUES

Questionnaires may contain questions on many sensitive topics (eg. physical and sexual abuse, suicide, family conflicts, etc.). Care should be taken to word these questions with the emotional well-being of the youth in mind. Social workers and agency personnel will be able to provide valuable suggestions.

> The difficulty of wording sensitive questions is illustrated by a situation we encountered. One interviewer asked a youth if they were ever **HARMED** sexually in any way, by someone living with them (C17). The youth said no, but previously stated that sexual abuse at home was **VERY IMPORTANT** in creating their present situation (B10E). The interviewer caught this discrepancy and asked the participant about it. The youth stated that he was not actually physically harmed or maimed, but that he was raped.

Another valuable technique is the use of statements before particularly sensitive questions in order to warn youth that the tone of the questions is changing. Possible phrases include:

"NOW, THE NEXT FEW QUESTIONS ARE A BIT MORE PERSONAL"

We found that this technique alerted youth that we were sensitive to their feelings and considered the information they were sharing to be important.

We are not suggesting that all youth were honest about all personal issues. We feel that are issues that will continue to be under reported due to societal stigma but feel the techniques we implemented serve to minimize this effect.

STANDARDIZED QUESTIONS

In some cases questionnaire items may come from other sources such as the Diagnostic and Statistical Manual of Mental Disorders (DSM III) (APA, 1980), the Mental Health Diagnostic Interview Schedule (DIS) (Robins et al., 1981) or from other studies and cannot be modified. These standardized assessment tools are valuable because they allow for comparisons with other street youth or with mainstream populations on the same measures.

Items should be placed in your questionnaire in a way that will not draw attention to them and interrupt the flow of the interview. Interviewers may have to clarify some terms in these questions. You may want to check if other researchers have already modified some of these items for their street youth populations.

CLOSED AND OPEN-ENDED QUESTIONS

Closed questions present youth with a variety of possible structured answers. Youth are asked to pick the answer that most closely represents the way they feel.

Open-ended questions do not present options that individuals can choose from. Unique answers must come from the individual.

The following chart represents the advantages and disadvantages to each of these types of questions.

QUESTION	BENEFIT	DRAWBACK
CLOSED	•Valuable for quantitative data •Valuable to compare with structured questions in other studies •Easy to code and tabulate •More questions can be include save space and time	•Do not allow for unique answers, therefore, could loose information •Cannot collect detailed qualitative information
OPEN	•Collect quantitative information (opinions, experiences) •Allows interviewers to probe for more information	•Difficult to code and tabulate •Increase in time to conduct interview and code, therefore, cost higher

Decisions regarding what questions will be used depends on the type of research one is conducting and the resources available. Most studies will probably use both open and closed ended questions with the emphasis on the latter.

ORDERING

After having chosen the domains of interest and the individual questions a decision has to be made about ordering topics within the questionnaire. Researchers may want to consult a professional who has worked with street youth in order to get some additional feedback on this issue.

The topics that could be a source of distress to youth should be identified and asked only after the interviewer and youth have had time to establish a base of trust. We were surprised to find that some of the sensitive topics were completely different for street youth than for mainstream groups, for example, demographic information on parental education and occupation. Often focusing on family issues was distressful to youth. Other more obvious areas of concern are:

- Physical and sexual abuse.
- Suicide.
- Questions regarding mental health.

In our questionnaire (Appendix) we begin with questions regarding service use. This proved to be a neutral topic. By using a chart format to track youth's service use over the past 3 weeks the interviewer and youth were able to work through the chart together. This interaction served to reduce some of the anxiety participants felt as they started the interview and allowed them to feel more comfortable with the interviewer. We placed the demographic section at the end of the questionnaire so these questions could be addressed after a rapport was established between the interviewer and participant.

The remaining topics were ordered in a way that would create comfortable flow and cause the least anxiety to the youth.

LENGTH OF THE QUESTIONNAIRE

Several factors may govern the length of the questionnaire:

- The purpose of the study and number of domains you wish to study.
- The number of individuals you wish to interview.
- Available time and resources.
- Method of questionnaire administration.

One of the most important concerns when designing a questionnaire is maintaining the respondent's attention so they continue to give thoughtful answers. The content and flow of the questionnaire is important in holding the respondent's attention but these two factors can be undermined by the effects of a lengthy questionnaire. We found that youth were comfortable with an interview of at least 1.5 hours.

Several factors may serve to mitigate the effects of a long questionnaire:

FACE-TO-FACE INTERVIEWS

A face-to-face interviews rather than self administered questionnaires reduces the boredom effects of a long questionnaire. The relationship that is formed between interviewer and respondent serves to motivate participants and reduce the time burden.

SKIP PATTERNS

Structuring the questionnaire to alternate between closed and open questions will set a flow that the respondent can follow comfortably. Skip patterns will also cut down the number of questions a participant will have to answer by having them skip questions that are not applicable to their situation.

Skip patterns should be clear and simple if the respondent is filling out the questionnaire directly. If, however, an interviewer is asking the questions, the skip patterns can be more elaborate. By assuming that every question will not apply to each respondent, researchers can construct a questionnaire of greater length and ask more detailed questions on each topic/issue.

OTHER CONSIDERATIONS

INTERACTIVE VS. NON-INTERACTIVE

Face-to-face interviews may take several forms. With open-ended questions, interviewers can record answers given by the respondent verbatim or they can interpret answers and provide additional observations. We feel the former method gives more dependable results.

When a questionnaire is hidden from the participant the relationship between the two individuals becomes noticeably unequal and uncomfortable. If the questionnaire and answers are visible to both parties the trust in the interviewer increases. In addition the recorded answer clearly represents the youth's opinions and not those of the interviewer. The use of interactive charts also helps to establish a rapport between the two individuals. Both these techniques serve to dispel the image of a researcher with a secret agenda and aids in gathering reliable data.

INTERVIEWER AIDS/CUE CARDS

We found this technique particularly useful in increasing respondents comprehension of questionnaire items in a face-to-face interview.

Some questions may contain multiple response options or responses that are similar. These questions can be a source of confusion. Some youth have difficulties remembering the possible options or cannot discern the subtle difference in meaning among items. Respondents may, therefore, choose options that are familiar or memorable instead of those that would most closely resemble their feelings. Interviewers must be able to communicate these options clearly.

Cue cards containing the different response options can be created for these complex questions. Interviewers can hand youth the card and read the options while he/she follows along. Response categories will then be clear and youth can take the time to choose a category that is applicable. Of course, this technique is of less value for youth who have problems reading. Interviewers should be trained in unambiguous and effective communication techniques.

OUR QUESTIONNAIRE

The questionnaire we used for our street youth studies was developed in association with the Coalition of Street Youth Professionals in Toronto. We chose a number of focus areas we felt were of particular significance to street youth. Clearly, alcohol and drug use were two of our areas of concentration. In addition, we included questions on mental and physical health, family background service use and life on the street.

Within each of these categories core and secondary questions were developed. The core questions make up the backbone of the survey. The remaining questions however, expand on these issues and would differ in any study with the concerns of the authors.

The following charts outline the main domains we covered, as well as, the topics we addressed under each of these domains. Highlighted rows indicate core questions. We developed many of our own questions for our study. However, we also included questions used by other researchers. Where appropriate, we note the original source of these questions.

DOMAIN	MEASURE	QUESTION#	# ITEMS	NOTES/COMMENTS	SOURCE
AGENCY USAGE	No. Facilities Used	B1	1	No. facilities used in lifetime	
	Time On The Street	B2	1	No. nights in past week on the street	Rossi (1989)
	Sleeping Location	B3	7	No. days in past week sleeping in 7 different locations	Rossi (1989)
	Foodbank Use	B4	1	No. times used Foodbank in past month	
	Agency Attitudes	B5	4	Agree/Disagree with statements on shelters	Rossi (1989)
	Service Usage Chart	B6	3 sections for each agency	Life Event Calender Format-Agency use over past 3 weeks (name, primary service, no. days used) + total no. agency used each of past 7 days	
	Agency Non-Admission	B7-B7c	3	If ever not let into agency and why.	
SELF PERCEPTION OF NEEDS/PROBLEMS	Needs	B8	5	By order of importance-Five things needed to get by	
	Potential Problem Situations	B9	6	If ever experienced 6 situations and importance of each on a 5-point scale	
	Causes Of Present Situation	B10	5	Importance of 5 items in creating present situation-rating on a 3-point scale	
	Methods of Improving Situation	B11	6	Importance of 6 items in improving present situation-rating on 3 point scale	
	Street Youth Status	B12	1	Self perception of street youth status-Yes/no	

DOMAIN	MEASURE	QUESTION#	# ITEMS	NOTES/COMMENTS	SOURCE
FAMILY	Parental Role In Development	C1	1	Degree to which biological parents were involved in raising youth-mostly, partly, not at all	
	Biological Parents existence	C2-C2b	2	Biological mother and father living-Yes/no	
	Marital Status Of Parents	C2c	2	Present marital status of biological & adoptive parents (if any) *May want to add questions on the present living arrangements for both biological and adoptive parents.*	
	Living Environment Chart/ Leaving History	C3-C9	27	Ever lived in 7 different environments, ever left, no. times left, age first left , why left last time *If youth has lived in a location but is not currently living there, entries should be made in all columns*	
	First Leaving Episode	C10	1	Reason left first place, 1st time	
	Current Living Arrangement	C11-C11b	2	Type of accommodation and living companions. *Do not read options. Let the participant give their own answers*	
	Perception of Living Situation	C12-C14	5	Better at home or on the street and why. Negative and positive aspects of the street	
	Contact with Family	C15	3	No. times in past 3 months had contact with biological mother, father & closest relative *Need separate codes for zero contact with living relatives and for no contact because relative is deceased*	
	Abuse	C16-C17	2	Physical and/or sexual abuse by person living with youth. *May want to ask about people not living with youth*	

DOMAIN	MEASURE	QUESTION#	# ITEMS	NOTES/COMMENTS	SOURCE
WELL-BEING/ MENTAL HEALTH	Self Esteem	D1	5	Total Score-Summation of the true responses across 5 items (0-5)	Rosenberg (1989)
	Depressive Mood/ Demoralization	D2	6	Experiences during past 3 months Summation of responses on 4-point scale for 6 feelings Higher score = greater depression (Based on CES-D Scale)	Mechanic & Hansell (1987) Radloff (1977)
	False Beliefs and Perceptions/Psychotic Thoughts	D3	5	Experiences during past 12 months Summation of responses on a 5-point scale (never-very often) Higher score = greater psychotic thoughts (Based on PERI Scale)	Dohrenwend et al. (1980) Rossi (1989)
	Panic Or Anxiety Attacks	D4-D5	5	Occurrence of an anxiety attack and symptomology (Based on the DIS)	Robins et al (1981)
	Suicide	D6-D6d	4	Suicidal thoughts, attempts, use of drugs or alcohol, date of last attempt	
	Social Support	D7-D8	3	No. of people can confide in, depend on, share feelings with	
	Physical Health	D10-D11	3	Self rated health, degree of health difficulties, greatest health concern	Rossi (1989)

DOMAIN	MEASURE	QUESTION#	# ITEMS	NOTES/COMMENTS	SOURCE
TOBACCO	Daily Tobacco Use	E1	1	No. cigarettes smoked daily	
ALCOHOL	Frequency of Use In Past Year	E2	1	Average frequency of alcohol use in during past year (12 options)	Radford et al (1989) Smart et al (1991)
	Use In Past Month	E2b	1	Yes/No quit in past month *Can still answer questions on alcohol use in past year*	
	Volume Alcohol Use Past 7 Days	E3	28	Drinks of liquor, wine, beer (& total alcoholic drinks) on each of last 7 days	
	Large Volume Drinking In Past 4 Weeks	E4	1	No. occasions had 5+ drinks in past month	
	Alcohol Use On The Street	E5	1	Change in use once on the street	
ALCOHOL PROBLEMS	Alcohol Problems In Past 12 Months	E6A-E6D	4	Summation of 4 Yes responses- 2+ indicative of problems (Based on CAGE Scale)	Mayfield et al (1974)
	Other Problems with Alcohol Use	E6E-E6G	3	Problems and medical attention as a result of drinking	
	Consequences Of Personal Drinking	E7	2	Relation of own use to leaving home	
	Reasons for drinking	E8	3	Rating the importance of three reasons on a 3-point scale	
	First Use	E9	1	Age of first use of alcohol	
	Alcohol Abuse Services Needs	E10	2	Suggestions for youth services	
FAMILIAL ALCOHOL USE	Familial Alcohol Use	E11-E11b	11	Specific family members with alcohol problems *Need code to distinguish relatives that do not exist from relatives without alcohol problems*	
	Consequences Of Familial Alcohol Use	E12	2	Relation of family alcohol use to leaving home	

DOMAIN	MEASURE	QUESTION#	# ITEMS	NOTES/COMMENTS	SOURCE
DRUG USE	Drug Usage Chart	F1	12 drugs 8 items each	For each drug: Ever used, age first used, no. times used in past year, frequency of use in past year, quit in past month, mode of use, use a problem and length of time a problem *Note skip patterns-in all cases continue after "quit in last month" question*	Radford et al. (1989) Smart et al. (1991)
	Injection Drug Use	F2a-F2c	5	Needle use in lifetime, sharing needles in past year and with whom	
	Drug Problems	F3	8	Summation of Yes responses (No response in F3c =Yes) Higher score=greater drug problems (Based on the DAST)	Skinner (1982)
	Controlling Use	F4	2	Explain how can/cannot control drug use	
	Consequences Of Personal Drug Use	F5	2	Relation of own drug use to leaving home	
	Drug Use On The Street	F6	1	Change in use once on the street	
	Reasons For Drug Use	F7	3	Rating the importance of three reasons on a 3-point scale	
FAMILIAL DRUG USE	Familial Drug Use	F8-F8b	11	Specific family members with drug problems *See E11-E11b*	
	Consequences of Family Drug Use	F9-F9b	2	Relation of family drug use to leaving home	
	Drug Abuse Service Needs	F10-F11	4	Where would you go to get help, suggestions for services	
	Street Youth and Drug Abuse	F12	2	Why/why isn't drug use a big problem for street youth	
TREATMENT	Formal and Self Help Treatment For Drug And Alcohol Abuse	F13	8 treatment methods *11 items each	Types of treatment: Ever used, primary focus, No. program in lifetime, treatment sessions in past year, last agency, month and year completed, how helpful, why program not completed *Note skip patterns-separate code needed for those presently in treatment*	
DELINQUENCY	Police Contact and Delinquency in Past 12 Months	F14	12	Picked up , charged, broken into building, robbed/rolled someone, sold drugs, prostitution, Extent drug/alcohol use during each act	Hagan and McCarthy (unpublished)
PATHS	Youth's Path To The Street	F15	1	Choice of 4 paths or own unique answer	

*For some treatments items are deleted if they do not apply.

DOMAIN	MEASURE	QUESTION#	# ITEMS	NOTES/COMMENTS	SOURCE
DEMOGRAPHICS	Gender	G1	1	*May want to include a category to capture male transvestites*	
	Gender Identity	G2	1	Five categories	
	Age	G3	1		
	Parents/Native, Inuit, Metis descent	G3	1		
	Parent's Place of Birth	G4-G4b	2	General category-Canada yes/no	
	Youth's Place of Birth/Where Raised	G4c-G4d	6	City/Province/Country	
	Migration Information	G5-G6	2	Answer if not raised in Toronto-Reason for coming Toronto and length time here	
PARENTS	Parental Occupation	G7-G7b	4	*Need to specify which parent is discussed (biological, adopted, step, or other)*	
	Parental Level of Education	G7c	2	Parents discussed should correspond to parents in previous question	
INCOME	Social Assistance	G8	3	Month and year of last payment (if any)	
	Income Sources Past Month	G9	9	Specific amount received from eight sources + other category	Radford et al. (1989)
	Employment History	G9b-G9d	5	Days worked in past 2 weeks, typical hours, types of jobs worked *Some youth may include hours worked prostituting, panhandling or selling drugs*	
EDUCATION	Educational Performance	G10	2	Marks received before and after drug use (if using)	
	Interruption of Primary, Secondary School	G11-G11c	3	Refers to interruption to education, important to note highest grade achieved (graduated) *Leaving school includes temporary absences and would included being kicked out of school as well as personally deciding to leave*	
	Current Education and Aspirations	G12-G13c	6	*Youth not attending school are also asked about their aspirations Note skip patterns*	

DOMAIN	MEASURE	QUESTION#	# ITEMS	NOTES/COMMENTS	SOURCE
	Current School Attendance-Past 2 Weeks	G14	1	*Need to include categories for youth in unconventional program or university (ie. classes not held every day) to distinguish high attenders from low attenders. Also, need a code for youth who have enroled but who have not yet started school*	
OPINIONS	Problems Facing Street Youth	G15	5	Five most important problems	
	Services Lacking For Street Youth	G16	3		
	Informing The Public	G17	2	What people should know about street youth *Gives youth the opportunity to speak out*	
	Evaluation Of Interview	G18	2	What was good and bad about the interview *Very important for uncovering problem areas in questionnaire*	
WRAP UP	Interviewer Notes	Last Section	19	Note interview length, date, time, criteria, sample type, setting, youth's understanding, *Could point to differences produced by setting, time of day, agency type, etc.*	

NOTE:
In our questionnaire (Appendix):

- Shaded columns in tables provide space for missing data (refer to page 53)
- Boxes beside open-ended questions are used for answer codes. Multiple boxes indicate questions where multiple responses are accepted.
- Response options surrounded by parenthesis are intended as " last resort" answers are not read to participants. These answers are general and are offered only if participants cannot commit to a more specific answer.

STRENGTH/WEAKNESSES OF OUR QUESTIONNAIRE

By identifying the problem areas in our 1990 questionnaire and introducing new topic areas we were able to incorporate changes in our 1992 survey. Although several new items were added to the 1992 questionnaire we were not able to address all the issues we felt were important. We have outlined the strengths and weaknesses of our questionnaire below.

STRENGTHS	WEAKNESSES
•Gain comparison data by using standardized measurements	•Inability to track detailed family history and changes over youth's lifetime
•Use of chart format questions very successful (Builds rapport)	•Lack of comprehensive data on length of run-away episodes and when they occurred
•Obtained consistent measures across associated items	•Lack of data on peer groups and their influence on youth
•Approach to sensitive issues very successful	•Too many open ended questions making coding extremely difficult
•Relatively short for the number of questions included (Flows well)	

IF YOU ARE INTERESTED IN RECEIVING OUR QUESTIONNAIRE PLEASE FORWARD US A COMPUTER DISKETTE. WE WILL PROVIDE A COPY OF THIS FILE IN WORDPERFECT 5.1. ITEMS COULD BE DELETED AND ADDED BY RESEARCHERS TO DEVELOP THEIR OWN SURVEY. WE FEEL THIS COULD SAVE A GREAT DEAL OF TIME. INTERESTED INDIVIDUALS SHOULD WRITE OR CALL US AT THE ADDICTION RESEARCH FOUNDATION, 33 RUSSELL STREET, TORONTO, ONTARIO, M5S 2S1/(416) 595 6029.

PREPARING FOR FIELDWORK

PRETEST

Designing a questionnaire involves attention to detail but all problems will not be seen in this phase of the study. Once the design is complete, a pretest phase is needed. In the pretest, the questionnaire is given to a number of individuals to test factors such as the:

- The clarity of the text and terms.
- The flow of the questions and success of skip patterns.
- The average length of time for completion.
- Specific input from test respondents on possible changes.
- Any other unforeseen variables or issues that may arise.

WHO TO PRETEST?

It is important to pretest the questionnaire with youth that fulfil the participant criteria. Individuals who differ significantly from members of the target population may interpret items differently and be unable to give input on the questionnaire's success with street youth. Possible sources for participants include agencies that were not selected as part of the main sample, or individual street youth known to agency personnel.

We strongly suggest that you have a pretest phase in your study. It often uncovers problem areas that would not otherwise be detected. You may avoid the painful task of re-training staff members and adjusting the questions after printing, by having a good pretest.

HOW MANY PEOPLE DO YOU PRETEST?

How many people should be involved in a pretest should depend on the success of the first pretests and available resources. Probably no more than 10 to 20 pretests are needed. Although a larger number of pretests may provide more information, focus should always remain on perfecting the main aspects of the questionnaire.

HIRING INTERVIEWERS

Several factors determine the number and qualification of the interviewers. These include:

- The size of the population to be studied.
- The resources available to project coordinator.
- The method of data collection.
- Agency policies and restrictions.

QUALIFICATIONS

Because the interviewer's role is complex and involves direct and personal contact with youth, interviewers should possess specific strengths and qualifications in order to obtain valid data.

Although a list of qualifications can be made, some of the characteristics that make a good interviewers can only be assessed through the interview process.

The following is a general list of qualification we looked for in our interviewers although not all interviewers had every requirement. The priority you give these items will depend on the duties these individuals will perform.

- Some familiarity and experience in research in the social sciences.
- A Bachelor degree in the social sciences.
- Interviewer experience.
- Experience in human service oriented positions.
- Familiarity with the issues facing street youth or experience in working with youth.
- Understanding of the tasks involved in coding questionnaire for analysis.
- Ability to be flexible in time commitments.

Other characteristics assessed during the interview were:

- Level of communication skills.
- Motivation.
- Self assurance.
- Interest in issues facing street youth.

EX-STREET YOUTH

Using individuals who are ex-street youth has several advantages. These people may have access to networks of youth that interviewers or agency workers may not have. In addition, their knowledge of the street langauge and culture will make respondents feel more comfortable, thus a rapport will be established quickly between interviewer and participant. Also, youth may be more truthful with these interviewers. Dunlop et al.(1990) found this to be the case with ex-addicts interviewing hard to reach cocaine and crack addicts. A recent Toronto project entitled the Ambassador Project (Prevention Partnership For Children and Youth, 1991) used street youth as facilitators. This technique proved very successful.

NOTE:
Because these individuals will be unfamiliar with research and interviewing methods, training will be critical. These individuals could interview friends and interpret answers differently from other interviewers. Youth, therefore, should be closely supervised.

WHO NOT TO USE

In cases where studies are conducted internally by a social service agency, staff members may be available to conduct interviews. With projects that incorporate a large number of agencies and youth, however, researchers may want to hire individuals from outside participating agencies. Often youth's responses can be influenced by relationships with familiar agency workers. Difficulties will arise when comparing and analyzing the findings from agencies using anonymous interviewers and those using staff members.

We also suggest that you avoid recruiting interviewers who are connected to organizations such as the police force, the courts, and probation offices. The credibility of the study and the confidence of the respondent will be undermined if the youth have had previous contact with these individuals or their agencies.

AVAILABILITY

Interviewers often have to work for variable periods of time and at a variety of different locations. In addition, interviews could potentially be conducted during evenings and weekends. It may be impractical to hire full time employees as a great deal of time is spent waiting for interviews to be scheduled and confirmed. You will save money by paying interviewers at an hourly rate. Candidates should be flexible in terms of availability.

HOW MANY INTERVIEWERS DO YOU NEED?

The number of interviewers you will need is a function of the length and number of interviews, as well as the fieldwork duration (eg. time involved in recruitment and travel). The pretest phase will help you establish a reasonable estimate for these areas. We added about one half hour to each of our interviews for fieldwork. The transient nature of street youth lifestyles, necessitates a flexible interview schedule and available staff members. We suggest hiring enough individuals so that at least two people are available to work during each day, evening, and weekends.

NOTE:
Our 1992 Street Youth Study was conducted with a staff of 7 interviewers and four principal investigators. These individuals were available at variable times. In total we interviewed 247 street youth.

TRAINING INTERVIEWERS

Characteristics of the interviewers can affect participants' responses. For example, youth may give answers they feel interviewers will 'like' rather than those that are reflective of their own thoughts. Interviewer training serves to reduce this affect.

Interviewer training is extremely important. An investment in time at this stage will serve to avert costly problems and misunderstandings later. Comprehensive training allows researchers to set a standardized system for conducting interviews that each individual will follow. This will help to promote unbiased data collection. We will focus on four areas of interview training:

BACKGROUND MATERIAL

Not all interviewers will be equally familiar with the street youth population. It is important to provide some background information on the issues facing these youth. One has to be careful not to create stereotypes about street youth. Information should be designed to prepare interviewers for the harsh realities of street life they will be hearing about. Some sources of information would include:

- Material from books.
- Published case studies.
- Journal articles.
- Street youth professionals who come to speak directly to interviewers.
- Tours of street youth agencies to familiarize interviewers with the setting in which they will be working.
- Interviewers themselves. Several individuals may have experiences they can share with other team members.

INTERVIEWING TECHNIQUES

MOST IMPORTANTLY interviewers should treat street youth with respect. They should function as sympathetic listeners and make an effort to maintain eye contact when speaking to the participants. In addition, they can try to convey a relaxed atmosphere with their demeanour and by dressing causally, thus putting youth at ease.

Specific interview techniques used in research differ from those used for counselling, marketing, and media reporting. Research interview strategies focus on the administration of a survey instrument in a standardized, non-directive manner. Strategies include:

- Reading questions as printed.
- Reading all options before accepting any answer.
- Reading slowly and accurately.
- Non-directive probing to clarify or expand on answers.
- Positive feedback.

There are many good resource books on interviewing for the social sciences. We found the General Interview Techniques: A Self Instructional Workbook For Telephone And Personal Interviewer Training ISR a good source.

SPECIAL ISSUES ON INTERVIEWING STREET YOUTH

Because street youth are an unique group, we sought additional input from professionals on issues surrounding the interview process. The following are a few of the suggestions that came up most frequently:

SUGGESTIONS

- **ENSURE** there is enough distance between you and the respondent. Street youth are particularly sensitive to individuals violating their personal space.

- **NEVER** block the youth's access to the door. It is confining if you do this.

- **NEVER** touch youth when you are interviewing them.

- **ALWAYS** travel in pairs when you are interviewing on the street. Conduct these street interviews in the same location and at the same time as your partner. Pay particular attention to safety issues when interviewing at night.

Many agency workers were concerned about the effect of the interviewing process on youth. We felt that it was important for youth not to misinterpret the interviewer-respondent relationship. These concerns were acknowledge with the following procedures:

SETTING THE CONTEXT OF THE INTERVIEW

Before the interview, interviewers should clarify that they are not functioning as trained counsellors. Often information about sensitive topics causes youth to discuss other problems and concerns they may have. Interviewers should function as sympathetic listeners but state that they are not qualified to give advice or direction. Often this is enough for youth. If, however, someone wishes to discuss the information contained in the questionnaire at greater length, interviewers can direct youth to professionals at the end of the interview.

Often the interview will be conducted at agencies, therefore, youth can be directed to agency counsellors. Sometimes however participants will be interviewed at other locations or may feel the need to talk to someone outside a particular agency. Interviewers should be prepared to give out names of other available services.

SOCIAL SERVICE LISTS

Interviewers cannot be expected to function as expert referral agents. The referral process is a highly specialized procedure that necessitates a great deal of training. We feel, however, that it would be negligent not to equip interviewers with lists of potential service in case is requested. Many sources publish information on services for youth[7] . Sources include:

- Suggestions from agency workers
- Community Information Guide
- Ministry of Social Services
- Ministry of Health
- Individual Agency pamphlets

Interviewers should have information on issues of particular concern to this population such as drug and alcohol treatment centres, counselling for physical and sexual assault for women and men, hostels, and meal services.

THE QUESTIONNAIRE

Many survey questions can be interpreted a number of ways by both interviewers and respondents. Producing question-by-question specifications clarifies your intentions for interviewers. This document provides:

- Statements of intent for each survey question thus allowing interviewers to judge whether a question has been understood correctly by respondents.
- A list of definitions for terms in each question. Interviewers are told when these definitions may be shared with respondents and when respondents should derive their own meaning from terms.
- Instructions for interviewers to probe for more detailed answers for specific questions.
- Instructions as to when to use cue cards.
- Instructions as to when to alert respondents to the changing tone of the questions.

Question-by-question objectives are intended as a reference tool for interviewers and are not to be shown to respondents. This document can prove to be an invaluable device by preventing misinterpretation of questions and the collection of non-usable data.

STAFF MEETINGS

Training is an ongoing process. By scheduling staff meetings during the course of the study, project members can benefit from the input from interviewers. Through their individual experiences interviewers can provide insight into problematic questions, comment on the effectiveness of interview techniques and other issues. We found these meetings particularly valuable.

ISSUES THAT WERE ADDRESSED INCLUDED:

- Many youth smoked cigarettes regularly and would get extremely restless during the 1.5 hour interview. They started to loose interest in answering questions. We found that a five minute smoke break served to calm youth and sustain their interest in provide meaningful answers.

- Some of the information in the questionnaire dealt with highly sensitive issues. Therefore, interviewers found that some sessions were very emotionally draining. Our meetings helped determine that number of interviews individuals could conduct consecutively. (A maximum of 3 interviews lasting from 1.5 to 2 hours with a 15-30 minute break between each session). This allowed us to set up an efficient schedule for interviewing.

FIELDWORK

COORDINATING THE INTERVIEW PROCESS

The key to coordinating the interview process is **FLEXIBILITY**. Because of the transitory nature of street youth, planning a highly structured framework for interviewing is problematic.

In order for interviewing to beginning two decision have to be made:

- Where to interview youth.
- When and how to schedule interviews.

Many studies will involve a variety of sampling sites. We will divide these locations into two groups: AGENCY SAMPLE, and STREET SAMPLE. There are unique issues to consider when planning interviews with each of these two sample groups.

AGENCY SAMPLE

Service personnel are busy people as services are often overused and understaffed. It is important to co-ordinate the recruitment and interview phases so that they cause the least disturbance to the agency's daily functioning and reduce the work on agency staff resources. The most effective method of planning involves leaving decisions regarding setting and timing of interviews in the hands of the agency administrators.

Interviews can be conducted either inside or outside the agency. Possible "outside" locations include research centres, rented office space, university classrooms, etc. It is important to have a private area for interviews so that information cannot be overheard. The following are benefits and drawbacks to each type of location.

INTERVIEW LOCATION	BENEFITS	DRAWBACKS
INSIDE AGENCY	•Location more familiar, youth may feel more comfortable •Appointments more likely to be kept if youth is already at agency •Agency counsellors available for post-interview discussion with youth	•Lack of office space for interviews, (process longer to complete) •Interviewing may disturb agency functioning •Less time available to schedule interviews (during hours of operation) •Agency rules may influence youth to lie about unlawful activities
OUTSIDE AGENCY	•More space available to conduct interviews •Greater flexibility of scheduling (ie. nights and weekends) •Interviewing can, therefore, precede faster •Reduces the work for agency personnel	•Inconvenience of travelling to appointment may cause no-shows •Unfamiliar setting may cause youth to be uncomfortable, more time to build rapport •More concern for interviewer safety in outside setting

If a location outside the agency is more convenient, there are several ways the drawbacks of this setting can be combatted:

- Offering to pay participants will dramatically reduce the number of youth who fail to attend.

- Scheduling a group of youth for interviews at the same time. They will have the support of their friends and can travel to the sight together.

- Offer bus or subway tokens to agency personnel. They can distribute tokens to youth so they can get to the facility without having to pay for transportation.

- Offer beverages and snack to youth who may have to wait for an appointment. This will give you an opportunity to chat with youth and may serve to reduce their feelings of anxiety before the interview and make them more comfortable.

- Offer an alternative site for the interview if youth are particularly uncomfortable in the larger "institutional" setting. Possibilities include downtown restaurants , coffee shops, and shopping centres. (See pg. 50)

SCHEDULING OF AGENCY SAMPLE INTERVIEWS

By having a staff of interviewers that are available at a variety of times, researchers can allow agencies to choose times and days that are most convenient for them (days evenings, weekends). It is best to interview on successive days in order to complete the process as quickly as possible. The number of days needed to interview youth will depend on:

- How many youth you need to sample from each agency.
- The number of rooms available for interviews.
- The number of interviewers available.
- The length of the questionnaire.

In some cases it will not be possible to work out a schedule in advance. The agencies that serve a mixed population may have to contact researchers when someone who qualifies volunteers to participate. Some interviewers should be available at a moments notice to conduct interviews. Many times youth will use agencies at a whim and not come back for weeks.

STREET SAMPLE

Youth from the street sample can be recruited using a variety of different sources. For our purposes we will divide this group into study interviewer contacts and outside contacts.

NOTE:
The recruiting and interviewing the street sample will take more time than the agency sample. Interviewers have to spend more time locating and recruiting these youth. Also interviews are usually conducted one-by-one as opposed to collective scheduling with the agency sample. These factors should be addressed when creating a time line for your study.

INTERVIEWER CONTACTS

When interviewers approach youth on the street they are able to discern, through a series of screening questions, whether youth are eligible to participate. If youth are eligible and are willing to take part, a decision as to the location and time for the interview must be made. Interviewers can suggest that the interview take place immediately or at a later date.

In our experience, many youth will chose to participate immediately particularly when mention is made of payment. Interviewers should then choose a location for the interview. Taking youth back to the research centre may neither be feasible nor comfortable for youth. We found the best location was a quiet table at a near-by cafe or fast food restaurant. Interviewers may have to buy food or beverages to satisfy store owners.

NOTE:
When conducting interviews downtown we were approached by a great many street youth interested in participating after hearing about the study from their friends. Interviewers may have to be flexible on the issue of setting. For example, some panhandlers refused to leave their 'corner' fearing someone would claim their spot. We conducted some interviews sitting on street corners ensuring no one else heard the content of the interview. (see pg.50)

OUTSIDE CONTACTS

Street youth who are approached by outreach workers or van staff must still contact study staff members to find out if they qualify to participate. We suggest that youth be instructed to phone interviewers and not just causally stop by the research centre. Confusion can set in quickly when youth start appearing at your door and control over the interview process can be lost.

Interviewers can schedule appointments for those who qualify. Allowing youth to chose the time and location helps to ensure their participation.

We do not feel that the difference in locations between the agency and street sample created a difference in the data we collected. Youth were interviewed where they felt most comfortable. In addition, when interview locations were compared in both our studies, we did not find a systematic in difference in answers between sites.

SOME ADDITIONAL CHALLENGES

REPEATERS

Street youth are multi-service users. Therefore, it is quite possible to sample one person in two locations. In addition, when money is offered for participation in a large study, some people will try to participate more than once. This problem is difficult to combat with this population. Because of street youths' concern with anonymity, collecting names or identification, or taking photographs would be unethical as well as futile.

One solution to prevent "repeaters" would be to conduct a massive one day census of all street youth agencies and street hangouts. A study of this kind would involve an inordinate amount of organization, interviews, and resources.

WE FOUND:
Repeaters could be reduced with a solid team of interviewers that travel to each location. Groups of participants were scheduled at one time and greeted by the interview team. Given the length and content of our interview, individuals remembered youth and were able to identify repeaters. Interviewers should be diplomatic when confronting repeaters. We had one youth tell us it was his twin brother who participated the day before.

Some repeaters may not be detected at the interview stage. An additional check can be made during data analysis when questionnaires can be compared for similarity in their answers.

STREET INTERVIEWS

Outreach workers cautioned us to conduct street interviews in pairs for security reasons. Interviewers who approached youth should try to get two individuals to participate and conduct interviews at the same location. It is important to sit far enough away so that interviews are not overheard. In addition, outreach workers told us that youth should not be approached after 5pm. They stated that after this time it was more dangerous because some youth tend to medicate themselves for the evening of prostituting or selling drugs.

NOTE:
These cautions are designed to prevent any possible incidents from occurring. We conducted over 400 interviews across two studies and did not encounter any unpleasant situations. Any problems would certainly be the exception and not the norm when dealing with street youth in interview situations. We found youth to be very co-operative.

TIME OF YEAR

We suggest that you conduct fieldwork during the colder months of the year and avoid summer altogether, unless you are especially interested in summer runners. During winter youth tend to access agencies to greater degree because they want shelter from the cold. There is, therefore, less chance that the agency and street sample will blend together. The chance of duplicating interviews may be lower and the pool of available participants at agencies will be high.

Street youth may be difficult to find on the street at the peak of winter. Interviewers may not have access or knowledge of abandoned building and other temporary housing these youth may be using. We were told that a group of harder core street youth in Toronto hitchhike to Vancouver to spend there winters in a warmer climate.

February to April seems to be an optimum time to conduct interviews. During this time youth are still accessing agencies to a large degree and individuals who sleep directly on the street may be more visible as the weather turns a warmer in April. After May you may run into problems because of the influx of youth who are travelling for the summer or have had enough of school and are starting to run to the street. The type of sample derived during this time period would not be highly representative of the street youth population on a whole but of "summer runners".

FINAL STAGES

EDITING AND CODING QUESTIONNAIRES

Coding questionnaires is a relatively simple task that involves editing questionnaire answers so they are clear and assigning a numerical value to these answers. The degree of work involved in coding questionnaires, however, can vary considerably. Questionnaires that consist of closed-ended questions should be checked to see if they are complete, but by definition are already coded. As open-ended questions are added, this process increases in length.

NOTE:
Codes are not only necessary for complete answers, but are also essential for identifying **MISSING DATA.** The following codes are commonly used with several data analysis packages. If used by interviewers during coding or interviewing, these codes will cut down the amount of work involved in data analysis.

Refusal To Answer	6 (or a multiple of 6)
Don't Know	7 (or a multiple of 7)
Not Applicable/Skip	8 (or a multiple of 8)
Missing (Forgot To Ask/Answer)	9 (or a multiple of 9)

Time spent coding open ended questions can get out of control. The desire to give voice to detailed experiences and sentiments of youth often results in an enormous number of codes/answers. For this information to be useful, coders should try to group answers into larger categories. These general groupings can be presented in the final report. Individuals who are interested in youth's detailed opinions can inspect individual answers. An alternative method would involve not coding these answers, but recording them textually in the form of quotations.

Individuals should be trained to edit and code interviews. Without direction, you will find that categories are repeated because individuals differ significantly in the way they classify answers. To save time, coders should be familiar with the questionnaire and answers. Interviewers therefore, are a good resource.

COST ESTIMATE

The budget for studies can vary dramatically with the type of project and available resources. We list the main costs below and the variables that should be considered when calculating your project budget. Many organizations will have resources available internally, while others may need to hire consultants to perform specific tasks. Given your resources, you can decide on the component of your study ie. a large number of participants, detailed information, emphasis on qualitative or quantitative data, thorough data analysis, etc..

MAIN COSTS	VARIABLE COSTS
•Project Coordinators Salary •Hourly Interviewer Salary •Number of Interviewers •Travel Funds For Interviewers •Data Analysis (if external) •Subject Payment (if any)	•Number of Interviews •Length of Interview •Time Available To Conduct Study •Self Administered vs. Personal Interview •Travel Time Between Sites •Number Of Open-Ended Questions •Overtime Work

SECONDARY COSTS

Printing Costs
(Questionnaires, Posters, Info Cards, and Final Report)
Occasional Travel Expenses For Youth
Occasional Snacks Or Beverages For Youth

In our 1992 study we found that it took 5.2 hours of total staff time to complete one interview. Therefore, to get a rough estimate of the cost involved please see the equation below. This figure includes:

- Interviewing time.
- Travel time.
- Recruitment of participants for the street sample.
- Lost time waiting for "no-shows" and cancelled appointments.
- Coding and editing questionnaires

The cost does not include the project coordinator's salary.

COST = NUMBER OF INTERVIEWS x INTERVIEWER'S HOURLY SALARY x 5.2 HOURS

DATA ANALYSIS

The data analysis, even in the most straight forward cases, can be complicated. It is often not so much the data, as the interpretation of them that causes potential problems. If computer resources are not available, it is possible to hand count answers and generate simple frequencies for specific questions. The information gained using this method is extremely limited and high in potential error. More detailed computer analysis is necessary to provide useful information on street youth and to identify differences among age and gender groups. For groups or institutions that do not have experience or resources to conduct data analysis, we suggest that you contact your local college or university to identify an individual who could conduct the data analysis and interpret the data.

It is preferable that this person is involved at the beginning of the project because how the data can be analyzed is often dependent on how it is collected. The cost for these services should be included in your budget.

NOTE:
- Often individuals offering this type of service are graduate students. Costs could be reduced if you are comfortable allowing the individual to use the data generated in your report for their research.

- In addition, interested individuals or groups can contact us for a copy of the data dictionary or (menu) we used to prepare data for analysis. This may reduce the amount of work the consultant will need to do.

THE PRELIMINARY REPORT

It is important to bring your study to a close with, at minimum, a preliminary report. This report will function to:

- Document the procedures used in the study.

- Inform other interested groups about the study and its findings.

- Draw public and political attention to the problems experienced by street youth.

- Add to the existing knowledge and may aid lobby groups in seeking aid for street youth.

The form of this report can vary. We suggest you look at some existing reports to determine the style you would like to use. We have listed several preliminary reports in our Bibliography. You should ensure, however, that the following items are included.

• A STATEMENT OF PURPOSE

We have already emphasized the impact purpose has on all aspects of the study ; from the focus, to choices of sampling sights. The reader will fully comprehend the data presented in your study only if purpose is clearly defined. This is of particular importance if the study is to be used by interest groups or lobby groups to draw attention to the problems facing street youth.

• DESCRIPTION OF METHODOLOGY

Participant criteria, sampling procedures and sites, data collection and survey instruments should be clearly outlined in your report. This will bring **CONTEXT** to the results and will legitimatize your findings. In addition, it provides a means for replicating the study. Agencies or groups could, therefore, collect trend data on street youth and could compare results with studies involving similar methods and populations.

REVIEW

It is advantageous to have the report reviewed by someone outside your organization. Often an individual detached from the study process will have a fresh perspective and will provide valuable comments and suggestions. We suggest consulting agency administrators or street youth coalition members and researchers.

DISTRIBUTION

Due to the scarcity of information on street youth it is valuable to share any information with other organizations and individuals. Reports can be modified and sent to:

- Scientific Journals.
- Libraries.
- Research Centres.
- Individual Agencies.
- Schools and Universities.
- Government Ministries.
- District Health Councils.

Research, in and of itself, is a necessary, but not a sufficient, condition for policy change and political action. We believe, however, that studies are important in laying the foundation for action. By increasing the pool of available information on the problems facing street youth, we can only serve to hasten this process.

ENDNOTE

1. Random sampling is a type of systematic and unbiased sampling. In this type of sampling a random number table or computer program is used to select a random sample of individuals from a given list. With simple random sampling every person has an equal chance of being selected.

2. In the case, respondents are asked to "spread the word" about the study. Interested individuals are asked to contact study leaders if they wish to participate. Often, youth that are contacted through these personal network would not have been accessible to study interviewers or agency contacts.

3. As with word-of-mouth sampling, the snowball method also uses respondents as contact sources. This method, however, uses direct links. Respondents are asked to actively convince one of their friends to participate. Some researchers will make this a requirement for participation. This method may secure respondents that would not have chosen to participate if they were not convinced by their friends.

4. The Toronto guide of services is entitled: Directory Of Community Services In Metropolitan Toronto.

5. This is a general method of deriving a representative sample of a population. It involves random sampling where the chance of any person being selected is known beforehand.

6. This is a hundred percent method of sampling where everyone in the population is interviewed.

7. We discovered a handy pocket-size reference book of services for street youth. It was developed by the Community Information Centre of Metropolitan Toronto with the collaboration of street youth and the City of Toronto Drug Abuse Prevention Program.

REFERENCES

American Psychiatric Association (1980). Diagnostic and Statistical Manual of Mental Disorders (Third ed.). Washington D.C.: American Psychiatric Association.

Dohrenwend, B. S., Shrout, P. E., Egri, G., & Mendelshon, F. S. (1980). Nonspecific psychological distress and other dimensions of psychopathology. Archives of General Psychiatry, 37, 1229-1236.

City of Toronto Drug Abuse Prevention Program (1991). Street Wise: Youth Survival Kit in Downtown Toronto 1991. Toronto: Community Information Centre of Metropolitan Toronto.

Community Information Centre of Metropolitan Toronto (1991). Directory of Community Services In Metropolitan Toronto. Toronto: Community Information Centre of Metropolitan Toronto.

Dunlop, E., Johnson, B., Sanabria, H., Holliday, E., Lipsey, V., Barnett, M., Hopkins, W., Sobel, I., Randolph, D., & Chin, K. (1990). Studying crack users and their criminal careers: The scientific and artistic aspects of locating hard-to-reach subjects and interviewing them about sensitive topics. Contemporary Drug Problems, Spring, 121-144.

Guenzel, P. J., Berckmans, T. R., & Cannell, C. F. (1983). General Interviewing Techniques: A Self-Instructional Booklet for Telephone and Personal Interviewer Training. Michigan: ISR Survey Research Centre.

Hagan, J., & McCarthy, B. (unpublished). Double Jeopardy: The Abuse and Punishment of Homeless Youth.

Smart, R. G., Adlaf, E. M., Walsh, G. W., & Zdanowicz, Y. M. (1992). Drifting and Doing: Trends In Drug Use Among Toronto Street Youth. Toronto: Addiction Research Foundation.

Mayfield, D., McLeod, G., & Hall, P. (1974). The CAGE questionnaire. Validation of a new alcoholism screening instrument. American Journal of Psychiatry, 131, 1121-1123.

McCarthy, W. (1990) Life On The Street: Serious Theft, Drug Selling and Prostitution Among Homeless Youth. Doctoral Thesis, University of Toronto.

McKirnan, D. J., & Johnson, T. (1986). Alcohol and drug use among "street" adolescents. Addictive Behaviours, 11, 201-205.

Mechanic, D., & Hansell, S. (1987). Adolescent competence, psychological well-being and self-assessed physical health. Journal of Health and Social Behavior, 28, 364-374.

Ogborne, A. C., & Newton-Taylor, B. (1990). A Telephone Survey of Agencies Involved with "Street Youth" In Downtown Toronto. Toronto: Addiction Research Foundation.

Radford, J. L., King, A. J., & Warren, W. K. (1989). Street Youth and AIDS. Ottawa: Health and Welfare Canada.

Radloff, L. (1977). The CES-D Scale: A self-report depression scale for research in the general population. Applied Psychological Measurement, 28, 385-401.

Robins, L. N., Helzer, J. E., & Croughan, J. (1981). Mental Health Diagnostic Interview Schedule: Its history, characteristics, and validity. Archives of General Psychiatry, 38, 381-389.

Robertson, M. J., Koegel, P., & Ferguson, I. (1989). Alcohol use and abuse among homeless adolescents in Hollywood. Contemporary Drug Problems, 16, 415-453.

Rosenberg, M. (1989). Society and The Adolescent Self-Image (Revised ed.). Middletown: Wesleyan University Press.

Rossi, P. H. (1989). Down And Out In America: The Origins Of Homelessness. Chicago: University of Chicago Press.

Rossi, P. H., Wright, J. D., Fisher, G. A., & Willis, G. (1987). The urban homeless: estimating composition and size. Science, 235, 1336-1341.

Skinner, H. A. (1982). The drug abuse screening test. Addictive Behaviors, 7, 363-371.

Smart, R. G., & Adlaf, E. M. (1991). Substance use and problems among Toronto street youth. British Journal of Addictions, 86, 999-1010.

Smart, R. G., Adlaf, E. M., Porterfield, K. M., & Canale, M. C. (1990). Drugs, Youth and the Street. Toronto: Addiction Research Foundation.

Smart, R. G., Adlaf, E. M., & Walsh, G. W. (1991). The Ontario Student Drug Use Survey: Trends Between 1977-1991. Toronto: Addiction Research Foundation.

Smart, R. G., Adlaf, E. M., Walsh, G. W., & Zdanowicz, Y. M. (1992). Drifting and Doing: Trends In Drug Use Among Toronto Street Youth 1990-1992. Toronto: Addiction Research Foundation.

The Prevention Partnership for Children and Youth (1991). The Ambassador Project: Final Report. Toronto: The Prevention Project for Children and Youth.

Young, R., Godfrey, W., Matthews, B., & Adams, G. R. (1983). Runaways; A review of the negative consequences. Family Relations, April, 275-281.

APPENDIX AND QUESTIONNAIRE

BIBLIOGRAPHY

GENERAL

American Psychologist (1991). Special Issue: Homelessness. , 46(11).

Brennan, T., Huizinga, D., & Elliot, D. (1976). The Social Psychology Of Runaways. Toronto: Lexington Books.

Janus, M., McCormack, A., Burgess, A. N., & Hartmen, C. (1987). Adolescent Runaways: Causes and Consequences. Lexington: D.C. Health.

Journal Of Adolescent Health (1991). Proceedings Of The West Coast Scientific Symposium On Health Care Of Runaway And Street Youth. , 12(7).

Mathews, L. J. (1980). Becoming a chronic runaway: The effects of race and family in Hawaii. Family Relations, 29(3), 404-409.

Pennbridge, J., Yates, G., David, T., & MacKenzie, R. (1990). Runaway and homeless youth in Los Angeles County, California. Journal Of Adolescent Health Care, 11(2), 159-165.

Robertson, M., & Greenblatt, M. (Ed.). (1992). Homelessness: A National Perspective. New York: Plenum Publishing Corporation.

Rossi, P. H. (1989). Down And Out In America: The Origins Of Homelessness. Chicago: University of Chicago Press.

Shane, P. G. (1989). Changing patterns among homeless and runaway youth. American Journal Of Orthopsychiatry, 59(2), 208-214.

Shlay, A., & Rossi, P. (1992). Social science research and contemporary studies of homelessness. Annual Review Of Sociology, 18, 129-160.

Webber, M. (1991). Street Kids: The Tragedy of Canada's Runaways. Toronto: University of Toronto Press.

Yates, G., MacKenzie, R., Pennbridge, J., & Cohen, E. (1988). A risk profile comparison of runaway and non-runaway youth. American Journal of Public Health, 78, 820-821.

Young, R., Godfrey, W., Matthews, B., & Adams, G. R. (1983). Runaways; A review of the negative consequences. Family Relations, April, 275-281.

ALCOHOL AND DRUGS

Annis, H. M., & Watson, C. (1975). Drug use and school dropout: A longitudinal study. Counseiller Canadien, 9, 155-162.

Fischer, P. J. (1989). Estimating the prevalence of alcohol, drug and mental health problems in the contemporary homeless population: A review of the literature. Contemporary Drug Problems, 16, 333-389.

Fors, S. W., & Rojek, D. G. (1991). A comparison of drug involvement between runaway and school youths. Journal of Drug Education, 21(1), 13-25.

McKirnan, & Johnson, T. (1986). Alcohol and drug use among "street" adolescents. Addictive Behaviours, 11, 201-205.

Radford, J. L., King, A. J., & Warren, W. K. (1989). Street Youth and AIDS. Ottawa: Health and Welfare Canada.

Robertson, M. J., Koegel, P., & Ferguson, I. (1989). Alcohol use and abuse among homeless adolescents in Hollywood. Contemporary Drug Problems, 16, 415-453.

Smart, R. G., & Adlaf, E. M. (1991). Substance use and problems among Toronto street youth. British Journal of Addictions, 86, 999-1010.

Smart, R. G., Adlaf, E. M., Porterfield, K. M., & Canale, M. C. (1990). Drugs, Youth and the Street. Toronto: Addiction Research Foundation.

Smart, R. G., Adlaf, E. M., Walsh, G. W., & Zdanowicz, Y. M. (1992). Drifting and Doing: Trends In Drug Use Among Toronto Street Youth 1990-1992. Toronto: Addiction Research Foundation.

Windle, M. (1989). Substance use and abuse among adolescent runaways: A four year follow-up study. Journal of Youth and Adolescence, 18(4), 331-344.

SOCIAL-PSYCHOLOGICAL WELL-BEING

Ambrosio, E., Baker, D., Crowe, C., & Hardill, K. (1992). The Street Health Report: A study of health status and barriers to health care of homeless women and men in the City of Toronto. Toronto: Street Health.

Fox, S., Barrnett, J., Davies, M., & Bird, H. (1990). Psychopathology and developmental delay in homeless children: A pilot study. J. Am. Acad. Child Adoles. Psychiatry, 29(5), 732-735.

Hier, S. J., Korboot, P. J., & Schweiter, R. D. (1990). Social adjustment and symptomatology in two types of homeless adolescents: Runaways and throwaways. Adolescence, 15(100), 761-771.

Kufeldt, K., & Nimmo, M. (1987). Youth on the street: Abuse and neglect in the eighties. Child Abuse and Neglect, 11, 531-543.

Mundy, P., Robertson, M., Robertson, J., & Greenblatt, M. (1990). The prevalence of psychotic symptoms in homeless adolescents. J. Am. Acad. Child Psychiatry, 29, 724-731.

Powers, J., Eckenrode, J., & Jaklitsch, B. (1990). Maltreatment among runaway and homeless youth. Child Abuse and Neglect, 14, 87-98.

Sherman, D. (1992). The neglected health care needs of street youth. Public Health Reports, 107(4), 433-440.

Whitbeck, L. B., & Simons, R. L. (1990). Life on the streets: The victimization of runaway and homeless adolescents. Youth and Society, 22(1), 108-125.

Wright, J. D. (1991). Children in and of the streets: Health, social policy, and the homeless young. American Journal of Diseases of Children, 59(2), 208-214.

Wright, J., & Weber, E. (1987). Homelessness and Health. Washington D.C: McGraw-Hill.

DELINQUENCY

Badgley, R. F., & et al (1984). Sexual Offenses Against Children. Ottawa: Minister of Supply and Services.

Currie, E. (1991). Dope and Trouble: Portraits of Delinquent Youth. New York: Random House.

McCarthy, W. (1990) Life On The Street: Serious Theft, Drug Selling and Prostitution Among Homeless Youth. Doctoral Thesis, University of Toronto.

Youth Services Bureau (1991). Ottawa Street Prostitutes: A Survey. Ottawa: Youth Services Bureau.

METHODOLOGY

American Psychiatric Association (1980). Diagnostic and Statistical Manual of Mental Disorders (Third ed.). Washington D.C.: American Psychiatric Association.

Dohrenwend, B. S., Shrout, P. E., Egri, G., & Mendelshon, F. S. (1980). Nonspecific psychological distress and other dimensions of psychopathology. Archives of General Psychiatry, 37, 1229-1236.

Dunlop, E., Johnson, B., Sanabria, H., Holliday, E., Lipsey, V., Barnett, M., Hopkins, W., Sobel, I., Randolph, D., & Chin, K. (1990). Studying crack users and their criminal careers: The scientific and artistic aspects of locating hard-to-reach subjects and interviewing them about sensitive topics. Contemporary Drug Problems, Spring, 121-144.

Evaluation Review: A Journal Of Applied Social Research (1992). Special Issue: Counting The Homeless. , 16(4).

Mayfield, D., McLeod, G., & Hall, P. (1974). The CAGE questionnaire. Validation of a new alcoholism screening instrument. American Journal of Psychiatry, 131, 1121-1123.

Ogborne, A. C., & Newton-Taylor, B. (1990). A Telephone Survey of Agencies Involved with "Street Youth" in Downtown Toronto. Toronto: Addiction Research Foundation.

Piliavin, I., Westerfelt, H., & Elliott, E. (1989). Estimating mental illness among the homeless: The effects of choice-based sampling. Social Problems, 36, 525-531.

Radloff, M. (1977). The CES-D Scale: A self-report depression scale for research in the general population. Applied Psychological Measurement, 28, 385-401.

Robins, L. N., Helzer, J. E., & Croughan, J. (1981). Mental Health Diagnostic Interview Schedule: Its history, characteristics, and validity. Archives of General Psychiatry, 38, 381-389.

Rosenberg, M. (1989). Society and The Adolescent Self-Image (Revised ed.). Middletown: Wesleyan University Press.

Rossi, P. H., Wright, J. D., Fisher, G. A., & Willis, G. (1987). The urban homeless: Estimating composition and size. Science, 235, 1336-1341.

Skinner, H. A. (1982). The drug abuse screening test. Addictive Behaviors, 7, 363-371.

INTERVENTION AND PREVENTION STRATEGIES

Abrahams, R. B. (1991). Street kids: Approach to therapy. Canadian Family Physician, 37(May), 1149-1154.

Boyer, C. B., & Kegeles, S. M. (1991). AIDS risk and prevention among adolescents. Social Science and Medicine, 33(1), 11-23.

Harris, M., Henley, A., & Dominato, B. (1991). On the streets of suburbia: The Street Scan Project. Journal of Child and Youth Care, 6(3), 21-31.

Morrissette, P., & McIntyre, S. (1989). Homeless young people in residential care. Social Casework, 70(10), 603-610.

ID | | | | |

M F

YOUTH AND THE STREET STUDY II

1992

Hi, my name is _____ and I'm working on a research project about youths. We're interested in asking youths questions about such things as growing up, their past and present living situations, their health, their drug use, any problems they may be experiencing, and what services they may use and what services they may need. The interview should take no more than two hours.

Participation is voluntary. You may also refuse to answer any question you do not want to and you may stop the interview at any time. The information you give us will remain completely confidential. Also, all information will be used for research purposes only and no person will ever be identified. No personal information you give will become known to agency workers.

We are interested in interviewing youths with certain experiences or background. If we interview you, you will be paid $15 at the end of the interview.

Interview
Begins

START

TIME ☐☐ : ☐☐

FIRST I WANT TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT SOCIAL SERVICE AGENCIES

B1. **In total, about how many different social services facilities have you used in your lifetime?**

☐☐

B2. **During the past 7 days, how many nights did you spend on the street?**

☐

B3. **During the past 7 days, how many days did you sleep in the following places?**

	No. of Days
In shelters or hostels	
In streets or parks	
In other public areas	
In rented rooms	
In family or relative's home	
Group or foster home	
In jail or other detention	

B4. **During the last 30 days, how many times have you gotten food from a foodbank (do not includes shelters)?**

☐☐

B5. **Do you agree or disagree with the following?**

	Agree	Disagree	
Shelters are the only places a person like me can get a decent place to sleep	1	2	
There is not enough freedom to do what you want in shelters	1	2	
Shelters can really help homeless persons to get back on their feet	1	2	
The shelters are dangerous because you can easily get robbed or beaten up there	1	2	

B6. We would now like to get some idea of your use of social services.

We'd like to ask you to think back over the past three weeks beginning with yesterday and tell us what services you used each day.

Office Use Only

No. of Services Used Past 7 Days

DATE		*WEEK 1*							*WEEK 2*							*WEEK 3*							*Est. Code*	*No. Days Past 3 Wks.*							
Day of Week	*Primary Service* 1. Food 2. Shelter 3. Medical 4. Counselling/Referral 5. Drop-In 6. Combination 7. Education/Job Training 8. Other																														
List Places																															

B7. **Have you ever contacted an agency and not been allowed in?**

1. no ☞ GO TO B8
2. yes

B7b. **Do you know the reason why you were not let in?**

1. no
2. yes

B7c. **Explain**

B8. **In order of importance what are 5 things you need right now to get by?**
#1 being the most important.

1		
2		
3		
4		
5		

B9. **Please tell me if you have ever faced the following situations and if so (yes) then how often they pose a problem for you. Is it never, rarely, sometimes, most times or always.**

	Ever 1. Yes 2. No	Never	Rarely	Some-times	Most Times	Always	
Knowing where your next meal is coming from		1	2	3	4	5	
Having or finding a place to sleep		1	2	3	4	5	
Getting medical help if needed		1	2	3	4	5	
Finding a counsellor or someone to talk to		1	2	3	4	5	
Finding help getting a job		1	2	3	4	5	
Finding or receiving help getting welfare or unemployment insurance		1	2	3	4	5	

■ THE NEXT QUESTIONS ARE MORE PERSONAL

B10. How important were the following things in creating your present situation? Not important, somewhat important, or very important.

	Not Important	Somewhat Important	Very Important	
Disagreements with parents	1	2	3	
Problems with school	1	2	3	
Problems finding work	1	2	3	
Physical abuse experienced at home	1	2	3	
Sexual abuse experienced at home	1	2	3	

B11. How important would the following things be in helping you to improve your present situation? Would they be not important, somewhat important, or very important?

	Not Important	Somewhat Important	Very Important	
A permanent place to live	1	2	3	
A job	1	2	3	
Skills training	1	2	3	
More schooling	1	2	3	
Treatment for alcohol or drugs	1	2	3	
Other counselling	1	2	3	

B12. Do you think of yourself as a street person?

1. Yes
2. No

B12b. Explain

WE'D NOW LIKE TO ASK YOU A FEW QUESTIONS ON YOUR PAST AND PRESENT LIVING SITUATION

C1. Would you say that you were mostly, partly, or not at all raised by your biological parents?

1. Mostly
2. Partly
3. Not at all

C2. Is your biological father still alive?

1. Yes
2. No

C2b. Is your biological mother still alive?

1. Yes
2. No

C2c. As far as you know, what is the current marital status of your biological parents and of your adoptive parents, if you had any.

DO NOT READ

Biological Parents	Adoptive Parents
1. Married	1. Married
2. Separated	2. Separated
3. Divorced	3. Divorced
4. Never Married	4. Never Married
5. Common Law	5. Common Law
6. Widowed	6. Widowed
7. Don't Know	7. Don't Know
	8. N/A

Have You Lived in the Following Situations?

	Ever? 1. Yes---->2. No	Now, have you ever left either by your own choice or because someone forced you? 1. Yes 2. No	Total number of times you left or were forced to leave	Age when you first left or were forced to leave 0 = Less than 1 year	Reason for leaving the last time	
C3. With one or both of your biological parents?						
C4. With one or both of your adoptive parents?						
C5. In a foster home?						
C6. In a group home?						
C7. With relatives?						
C8. In a detention centre?						
C9. In jail?						

C10. Thinking back to the very first time you left the first place you lived at, did you:

1. Run away or leave on your own?
2. Were you forced to leave by a family member?
3. Forced to leave by the authorities?
4. Other
   specify_____

C11. Where do you currently live? **DO NOT READ**

1. house
2. apartment/studio
3. group home
4. shelter/hostel
5. rooming house
6. streets/without housing
7. other
   specify_____

C11b. Who do you currently live with? **DO NOT READ**

1. parent/parents
2. foster parents/care
3. other relatives
4. boyfriend/girlfriend
5. friends/room mates
6. alone/no one
7. residence of shelter
8. other
   specify _____

C12. According to your experience, what do you feel is better for you, living at home or on the street? or cd c shelter

1. at home
2. on the street
(3. your own place) 3 shelter
   4.

C12b. Why is that?

C13. What is good about living on the street?

C14. What is bad about living on the street?

C15. In the past 3 months, how many times have you had contact with the following people?

	# Times	
With biological mother		
With biological father		
With the relative you feel closest to		

■ THE NEXT FEW QUESTIONS ARE MORE PERSONAL

		Yes	No	
C16.	Has any person living with you at any time hit you so hard that you had marks on your body?	1	2	
C17.	Has any person living with you at any time ever harmed you sexually in any way?	1	2	

IN THE NEXT FEW QUESTIONS WE ARE INTERESTED IN ASKING YOU ABOUT YOUR HEALTH AND FEELINGS

D1. Would you say that the following statements are for you mostly true or mostly false?

	True	False	
I feel good about myself	1	2	
I feel that I'm a person of worth	1	2	
I am able to do most things as well as other people can	1	2	
All in all, I feel that I am a failure	1	2	
On the whole, I am satisfied with myself	1	2	

D2. During the past 3 months, have you felt the following feelings rarely, sometimes, often or always?

	Rarely/ Never	Some-times	Often	Always	
Felt sad	1	2	3	4	
Felt lonely	1	2	3	4	
Felt depressed	1	2	3	4	
Felt like crying	1	2	3	4	
Felt unhappy about the way your life is going	1	2	3	4	
Felt discouraged and worried about your future	1	2	3	4	

* **D3. During the past 12 months, how often have you experienced the following? Was it very often, fairly often, sometimes, almost never or never? Do not include experiences that happened while you were doing drugs.**

	Very Often	Fairly Often	Some-times	Almost Never	Never	
Have you ever heard noises or voices that other people say they can't hear	5	4	3	2	1	
Have you ever felt that there were people who wanted to harm or hurt you	5	4	3	2	1	
Have you ever had visions or seen things that other people say they can't see	5	4	3	2	1	
Have you ever felt that you had special powers that other people don't have	5	4	3	2	1	
Have you ever felt that your mind was taken over by forces you couldn't control	5	4	3	2	1	

* For these questions interviewers showed youth a cue card displaying response options.

D4. Have you ever had a spell or attack when all of a sudden you felt frightened, anxious, or very uneasy in situations when most people would not be afraid or anxious -- that is when you were not in danger, or the center of attention or anything like that? Don't include experiences that occurred because you took drugs or alcohol.

1. Yes
2. No ☞ GO TO D6

D5. During one of your worst spells of suddenly feeling frightened or anxious or uneasy, did you ever notice that you had any of the following problems:

	Yes	No	
Did your fingers or feet tingle	1	2	
Did you feel like you were choking	1	2	
Did things around you seem unreal	1	2	
Did you have nausea or belly pain	1	2	

D6. Have you ever had thoughts of committing suicide?

1. no ☞ GO TO D7
2. yes

D6b. Have you ever attempted suicide?

1. no ☞ GO TO D7
2. yes

D6c. During this/these attempts how often were you using drugs or alcohol?

1. In all attempts
2. In most attempts
3. In some attempts
4. In no attempts

D6d. When did you last attempt suicide?

Month ☐☐

Year ☐☐

D7. How many people do you feel you can confide in?

☐☐

D7b. How many people could you depend upon if you became ill?

D8. How many close friends do you have that you feel comfortable sharing your thoughts and feelings with?

D9. Compared to the other persons your age, would you say your health is excellent, good, fair or poor?

1. Excellent
2. Good
3. Fair
4. Poor

D10. Have health problems given you no difficulty, some difficulty or great difficulty during the past year?

1. No difficulty
2. Some difficulty
3. Great difficulty

D11. What would you say is your greatest health concern?

NOW WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT CIGARETTES AND ALCOHOL

E1. **How many cigarettes do you smoke daily?**
(Probe: if response in packs note pack size and quantity below)

☐☐

* **E2.** **In the last 12 months, how often have you used alcohol-liquor (rum, whiskey, etc.) wine, beer?**

1. Never (in lifetime) ☞ **GO TO E10**
2. Never (in past 12 months) ☞ **GO TO E7**
3. Just once
4. A few times
5. less than once a month
6. Once a month
7. 2-3 times a month
8. 1 week
9. 2-3 times a week
10. 4-6 times a week
11. Every day

(12. Varies too much)

E2b. **Have you quit and not used alcohol for the last month or more?**

1. Yes ☞ **GO TO E5**
2. No

E3. **Thinking back over the last 7 days, starting yesterday, how many drinks did you have on each day?**

Interviewer: 1.5 oz. liquor = 1 shot = 1
5 oz. wine = 1 glass = 1
12 oz. beer = 1 bottle = 1

Day	Liquor (in shots)	Wine (in glasses)	Beer (in bottles)	If unable to separate
Yesterday				

E4. How many times in the last 4 weeks have you had 5 or more drinks of alcohol on the same occasion?

1. none/never
2. 1 time
3. 2 times
4. 3 times
5. 4 times
6. 5 or more times

E5. How did your alcohol use change once you started spending time on the street?

E6. Now I want to ask you a few questions to see if you have had any problems with alcohol during the past 12 months.

	Yes	No	
Have you felt you should drink less	1	2	
Have others bothered you by complaining about your drinking	1	2	
Have you felt bad or guilty because of your drinking	1	2	
Have you drank in the early morning or drank to get rid of a hangover	1	2	
Have you thought you had a problem because of your drinking	1	2	
Have you had any medical problem as a result of your drinking	1	2	
Have you been in the hospital because of your drinking	1	2	

E7. Did your alcohol use have anything to do with your leaving home?

1. No ☞ GO TO E8.
2. Yes

E7b. In what way?

E8. How important are the following reasons for your using alcohol? Are they not important, somewhat important, or very important?

	Not Important	Somewhat Important	Very Important	
To feel good, get high, or have a good time with friends	1	2	3	
To get away from my problems	1	2	3	
Because of anger or frustration	1	2	3	

E9. How old were you when you first started drinking?

E10. In your opinion, what services should be provided to help youths and their alcohol problems?

E11. Have any of your family members ever had an alcohol problem?

1. No ☞ GO TO F1

2. Yes

E11b. Who would that be?

	Yes	No	
biological father	1	2	
biological mother	1	2	
stepmother	1	2	
stepfather	1	2	
adoptive father	1	2	
adoptive mother	1	2	
foster father or foster mother	1	2	
aunt or uncle	1	2	
sister or brother	1	2	
other family	1	2	

E12. Did these people's drinking ever have anything to do with your running away or leaving home?

1. No ☞ GO TO F1
2. Yes

E12b. Could you tell me how?

F1. Could you please tell me about your experience with the following drugs?

		Complete this section only for drugs used.						
Classes of Substance (Specify drug - see list)	Ever Used	Age at First Use	Past 12 Months			Mode of Use	Use a Problem	How Long Use a Problem
			Number of Times	Frequency	Quit			
	1 = yes ---- > 2 = no	77 = don't know	0 = Never 1 = 1- 2 2 = 3- 5 3 = 6- 9 4 = 10- 19 5 = 20- 39 6 = 40- 69 7 = 70- 99 8 = 100-199 9 = 200+ --->	1 = just once 2 = a few times 3 = < once a month 4 = about once a month 5 = 2-3 times/month 6 = once a week 7 = 2-3 times /week 8 = 4-6 times/week 9 = every day (10 = varies)	For last month or more 1 = Yes ----> 2 = No ---->	1 = oral 2 = inject 3 = smoked 4 = inhaled 5 = combination of above	1 = major ------> 2 = minor ------> 3 = no	No. of months. 0 = less than 1 month
1. Marijuana, Hashish and Hash Oil								
2. Crack								
3. Cocaine (not crack)								
4. Acid (LSD)								
5. Heroin								
6. Speed								
7. Valium								
8. Glue/Solvent								
9. Adrenochromes								
10. Ice								
11. Ecstasy								
12. Other (specify)_____								

IF NO DRUGS USED GO TO F8.

F2a. Have you ever injected any drugs?

1. no ☞ GO TO F3
2. yes

F2b. During the last 12 months, have you shared needles or syringes with others including your partner or lover?

1. No ☞ GO TO F3
2. Yes

F2c. With whom?

	Yes	No
Partner/Lover	1	2
Close Friend	1	2
Others	1	2

F3. THE NEXT FEW QUESTIONS DEAL WITH YOUR EXPERIENCES WITH DRUGS DURING THE PAST 12 MONTHS.

	Yes	No	
Do you feel concerned about your drug use?	1	2	
Do you wish you could use drugs less than you do now?	1	2	
Are you always able to stop using drugs when you want to?	1	2	
Have you gone to anyone for help for a drug problem?	1	2	
Have you seen a doctor or been in the hospital because of your drug use?	1	2	
Have you had "blackouts" or "flashbacks" due to your drug use?	1	2	
Have you had any medical problems as a result of your drug use?	1	2	
Have you been arrested or warned by police because of your drug use?	1	2	

F4. Can you control your use of drugs?

1. yes
2. no

F4b. Explain

F5. Did your drug use ever have anything to do with your leaving home the first time?

1. no ☞GO TO F6
2. yes

F5b. In what way?

F6. How did your drug use change once you started spending time on the street?

F7. How important are the following reasons for your using drugs other than alcohol? Not important, somewhat important, or very important

	Not Important	Somewhat Important	Very Important	
To feel good, get high, or have a good time with friends	1	2	3	
To get away from my problems	1	2	3	
Because of anger or frustration	1	2	3	

F8. Have any of your family members ever had a drug problem?

1. no ☞GO TO F10
2. yes

F8b. Who would that be?

	Yes	No	
biological father	1	2	
biological mother	1	2	
stepmother	1	2	
stepfather	1	2	
adoptive father	1	2	
adoptive mother	1	2	
foster father or foster mother	1	2	
aunt or uncle	1	2	
sister or brother	1	2	
other family	1	2	

F9. Did your relative's drug use ever have anything to do with your running away or leaving home?

1. no ☞ GO TO F10
2. yes

F9b. Could you tell me how?

F10. In case you or anyone else needed help with a drug problem, where would you go to get help?

F11. In your opinion, what services should be provided to help youths with drug problems?

F12. Is drug use a big problem for street youth today?

1. yes
2. no
3. DK

F12b. Why do you say that?

F13. NEXT I WANT TO ASK YOU ABOUT ANY TREATMENT EXPERIENCES, INCLUDING SELF-HELP, YOU HAVE HAD AS A RESULT OF YOUR ALCOHOL OR OTHER DRUG USE.

Type of Treatment Received	Ever 1. Yes—>2. No	For Primarily 1. Alcohol 2. Drugs 3. Both	No. Programs Entered During Lifetime	Total # Treatment Sessions in Past Year	Last Agency You Received Treatment	Date Left or Completed Program: Month	Date Left or Completed Program: Year	Agency Code	In Your View How Helpful Was the Treatment on a Scale from: Not Helpful — Very Helpful 1 - - - - - 10	Did You Complete Program? 1. Yes 2. No—>	If No, Why Not?	Code
Detox												
Long-Term Inpatient (live-in > 6 weeks)												
Short-Term Inpatient (live-in < 6 weeks)												
Day Treatment (intensive sessions 4-5 days/week; 3-4 hr./day; not live-in)												
Outpatient Treatment (regular scheduled sessions 1-2 hr./week. Not live-in)												
Alcoholics Anonymous (AA)												
Narcotics Anonymous (NA)												
Self-Help - Cold Turkey					(drugs last quit)							

F14. Now we have a few questions about your experiences with the following events. During the past 12 months, how many times have you:

Events	No. of Times in Past Year	During these situations, how often were you using alcohol or drugs? 1. Always 2. Often 3. Sometimes 4. Never
- been picked up by the police?		
- been charged by the police?		
- broken into a locked building or house?		
- robbed or rolled someone for money?		
- sold drugs?		
- engaged in prostitution?		

* F15. There are many different paths to the street. In your view which of the following best describes your path?

1. Family problems -> street
2. Alcohol and/or drugs -> street
3. Family problems -> alcohol and/or drugs -> street
4. Alcohol and/or drugs -> family problems -> street
5. Other
   specify _____

NOW I'D LIKE TO ASK YOU A FEW THINGS ABOUT YOUR BACKGROUND AND HERITAGE

G1. Gender: 1. Male 2. Female

* G1b. Some people consider themselves as totally gay or totally straight. Other people feel they are mostly gay, half gay/half straight or mostly straight. Where do you place yourself within these five categories?

1. Totally gay
2. Mostly gay
3. Half gay/half straight
4. Mostly straight
5. Totally straight

G2. How old are you?

☐☐

G3. Are any of your parents Native Indian, Inuit, or Metis?

1. One parent
2. Both parents
3. Neither parent

G4. Was your biological father born in Canada?

1. Yes
2. No

G4b. Was your biological mother born in Canada?

1. Yes
2. No

G4c. Where were you born?

Country_____ ☐☐

Province_____ ☐☐

City_____ ☐☐☐

G4d. Where were you mostly raised?

Country_____ ☐☐

Province_____ ☐☐

City_____ ☐☐☐

IF RAISED IN TORONTO: ☞ GO TO G7

IF NOT RAISED IN TORONTO:

G5. How long have you been in Toronto?

Years ☐☐
or
Months ☐☐
or
Days ☐☐

G6. Why did you come to Toronto?

☐☐

G7. Now I'd like to ask you about the work your parents do. I'll be asking about the parents you live with or lived with last.

Who do you live with or who did you last live with?

1. Biological father
2. Adoptive father
3. Stepfather
4. Mom's boyfriend
5. Other (specify) _____

☐☐

G7b. What is his occupation?

☐☐☐

G7c. Who do you live with or who did you last live with?

1. Biological mother
2. Adoptive mother
3. Stepmother
4. Father's girlfriend
5. Other (specify) _____

G7d. What is her occupation?

G7e. What level of education did your parents complete?

Father	Mother
1. Less Than High School Education	1. Less Than High School Education
2. High School Education	2. High School Education
3. College Graduate	3. College Graduate
4. University Graduate	4. University Graduate

G8. Have you <u>ever</u> received any money from welfare or any other social assistance program?

1. No
2. Yes ----------> If yes, when did you last receive any payment?

Month
Year

G9. I'd like you to estimate, in dollars, how much money you received from the following sources last month.

Source	$$$$$$$$	
Parents/Relatives		
Full-time and/or part-time job		
Friends		
Agencies		
Welfare		
Prostitution		
Panhandling		
Criminal activity		
Other specify _____		

G9b. During the past 2 weeks, how many days have you worked at a full-time or part-time job?

G9c. How many hours do you typically work per week?

G9d. What kind of work do you do (or have you done)?

G10. Now I'd like to get an idea of the marks you got in school before and after you started using drugs or alcohol.

Before Use			After Use		
1.	A	(80% - 100%)	1.	A	(80% - 100%)
2.	B	(67% - 79%)	2.	B	(67% - 79%)
3.	C	(60% - 66%)	3.	C	(60% - 66%)
4.	D	(50% - 59%)	4.	D	(50% - 59%)
5.	Below D	(50%)	5.	Below D	(50%)
			8.	N/A	

G11. Have you received your Grade 12 diploma?

1. Yes ☞ GO TO G12
2. No

G11b. What grade have you completed?

G11c. Did you ever leave school?

1. Yes
2. No ☞ GO TO G12

G11d. Why did you leave school the last time?

G12. Are you currently enrolled in school?

1. Yes ☞ GO TO G13.
2. No

G12b. Would you eventually like to get additional schooling or training?

1. Yes
2. No ☞ GO TO G15.

G12c. What would that be?

☞ GO TO G15

G13. What grade are you in?

G13b. What school/program you attending?

G13c. What grade or level would you like to complete?

G14. During the past two weeks (10 school days) how many days did you attend school?

G15. In order of importance what are 5 problems facing street youth today?
#1 being the most important

1		
2		
3		
4		
5		

G16. In your opinion, what services are lacking in Toronto for youth like yourself?

G17. What would you want people in general to know about young people such as yourself that you don't think they know now?

G18. This is the end of the interview. Now that this is over, how do you find it? What was good and what was bad about it?

TIME INTERVIEW ENDS: _____

INTERVIEWER

PLEASE ANSWER THE FOLLOWING QUESTIONS IMMEDIATELY AFTER LEAVING THE RESPONDENT

Total length of interview

Minutes [ ][ ][ ]

Date of interview

[ ][ ] [ ][ ] [ ][ ]
Month Day Year

Interviewer's initial

[ ][ ]

Name _____

ENTER CRITERIA INFORMATION	No	Yes
Used social service facility	1	2
Left school before grade 12	1	2
Lived away from family at least 2 days over past year	1	2
Runaway or been thrown out of home	1	2
Been homeless	1	2

Sample Type
1. Agency derived
2. Street derived via van
3. Street derived via hangouts
4. Treatment

Site of Interview
(e.g. location, where in Toronto)

_____

_____

_____

Setting of Interview
(e.g. restaurant, inside agency)

_____

_____

Time of day interview completed _____

Any problematic Q's for participant

_____

Any general comments about interview?
(note anything unusual)

_____

Participant's understanding of questions

1. excellent
2. good
3. fair
4. poor

Participant's interest in providing useful answers

1. excellent
2. good
3. fair
4. poor

Any other comments?

_____

_____

LIBRARY
APR 1 2 1993
UNIVERSITY OF TORONTO

..."a street family is the best family to have."

"The problem is the whole society."

"No one's telling you what to do."

"I lost the only thing which helped me get along ..my daughter.'

"I'm not a junkie!"

"..My dad beat up my mom when he was drunk.."

"Everyone makes mistakes."

"Drugs numb the problem."

"I'm not out there asking for money for drugs, I'm just trying to support myself."

"Living on the street sucks!"

"Usually you're scared.

"My mom couldn't afford us"

"living with as much freedom as possible without getting in shit for it."

626600024